DOCUMENT RESUME

ED 308 404 CE 052 841

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TITLE Food Production/Food Service Curriculum. Volume 2. Competency-Based Vocational Education Instructional Materials. Curriculum Modules & Instructor's Guide.
INSTITUTION Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS AGENCY Arizona Occupational Research Coordinating Unit, Phoenix.
PUB DATE Oct 83
NOTE 256p.; For volume 1, see CE 052 840.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS Competency Based Education; *Dining Facilities; *Food Handling Facilities; *Food Service; *Foods Instruction; Individualized Instruction; Secondary Education
IDENTIFIERS Arizona

ABSTRACT

These materials are intended to help secondary vocational education instructors teach food service/food production skills in a competency-based, individualized manner. This volume includes the instructor's version of student course material, beginning with information on the articulation of identified high school competencies with postsecondary institutions for skills taught in both volumes, an instructional guide, and the sequence of skills taught. The instructor's version of the student packets contains, for each packet, a list of the skills to be taught, the terminal performance objective, a list of the materials needed, a pretest, narrative or tabular subject matter, student activities (such as a pencil and paper or physical test), answer keys to the tests, and the sheet on which posttest evaluations are to be made by the student and instructor. The student subject-matter materials include diagrams and illustrations. (CML)

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ED308404

CURRICULUM MODULES & INSTRUCTOR'S GUIDE

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Curriculum

FOOD PRODUCTION/FOOD SERVICE

Volume 2

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Competency-Based Vocational Education Instructional Materials

Funded by
Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent

October 1983

Administered by
Arizona Center for Vocational Education
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[20 U.S.C. 1221e–3(a)(1)]

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Printed by the
Arizona Department of Education
Phoenix, Arizona
Total Copies Printed · 300
Total Printing Cost · $2490
Unit Printing Cost · $8.30
Date of Printing · 10/83

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ACKNOWLEDGMENTS

VOLUME II of the Arizona Center for Vocational Education Curriculum Food Production/Food Service has been produced largely through the efforts of three persons. Primary author was Dr. Linda Loomis. Mr. Dana LeRoy, the industry specialist, provided much of the body of knowledge and industry views on various procedures for implementation and student achievement levels for competencies. Dr. Loomis was then responsible for tying the behaviorial objectives, the content, and the evaluation sections together in an educationally sound format. I commend both on the quality and quantity of the materials developed.

Next, I wish to recognize Erle Endfield, my administrative assistant, who was so adept at learning word processing, thus saving hours of cutting and pasting previously required of VOLUME I. He literally carried the project forward with his expertise and efficient manner.

In addition, the following people are mentioned as having made substantial contributions to the project and curriculum development process:

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All the Flagstaff teachers and personnel who assisted the project, particularly the Home Economics staff.

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ARTICULATION OF IDENTIFIED HIGH SCHOOL COMPETENCIES WITH POSTSECONDARY INSTITUTIONS

By Elizabeth Packard

The project is in the early phases of articulation of all Arizona Center for Vocational Education and State Department of Education high school level food production and service competencies utilized in the project. As competencies were identified by a statewide task team of business persons, it became evident that upper-level skills included in the job categories of mid-manager and sous chef were of a technical level, in need of definition for better articulation with postsecondary institutions. To what degree were high school students expected to be proficient? Some said high school students should "be aware of the aspects and knowledge comprising those job categories," leaving the actual expertise to be acquired at some future time as the motivation and experience levels of the individuals increased.

The evaluation team consisted of this writer, Dr. Linda Loomis, Mr. Dana LeRoy, the industry specialist, and Mr. Gary Agan, instructor, who first analyzed all competencies for subcomponents within each.

Using Bloomes' TAXONOMY OF EDUCATIONAL OBJECTIVES, the cognitive and psychomotor domains of each competency or subcategory were next reviewed, using the following objectives and definitions:

COGNITIVE OBJECTIVES

1. KNOWLEDGE--Simple remembering, by recall or recognition, of specific facts, terminology, criteria, methods, principles, generalizations, or theories. The learner needs simply to select the correct material from memory.

2. COMPREHENSION--Simple understanding demonstrated by means of paraphrasing, summarizing, interpreting, or inferring simple conclusions. Learner must put simple knowledge in a different form.

3. APPLICATION--Using general knowledge in new, specific, and concrete situations (not previously learned).

4. ANALYSIS--Breaking down information into its separate parts, making the relationship between parts and/or the overall organizational structure explicit. Learner divides complex whole into parts in order to better understand.

5. EVALUATION--Judging information or knowledge against some appropriate criteria, either internal to the material or to an external standard.

PSYCHOMOTOR OBJECTIVES

1. IMITATION--Observing and patterning behavior after a model; performance may be crude and imperfect.

2. MANIPULATION--Performing selected actions through practice, and according to instructions rather than relying on observation.

3. PRECISION--Refining accuracy, exactness, and proportion, minimal errors apparent.

4. ARTICULATION--Coordinating a series of acts; accomplishing harmony, internal consistency; accuracy plus control and speed.

5. NATURALIZATION--Attaining high level proficiency; automatic and spontaneous responses; performance natural and smooth--second nature.

The process revealed many content subcategories not included in job categories or curriculum modules, but reaffirmed rationale for their non-inclusion. Categories omitted may be assumed by teacher or students to be of a cognitive or psychomotor level beyond the grasp of most high-school-age students.

The evaluation team has thereby noted those competencies where high school students may be expected in the cognitive domain to "know," "comprehend," and "apply" and, conversely, those where students will only have gained a basic "knowledge." In the psychomotor domain, students may attain the second level in precision for some categories, while in others only be expected to imitate or manipulate at the first level. The "Articulation of Job Competency Levels" follows for VOLUME I & II.

Articulation of Job Competency Levels

Volume 1 Skills

1=Entry level
2=Semi-skilled, upper level secondary, beginning postsecondary student
3=Skilled, upper level postsecondary or above

COMMON CORE

The Food Production Worker

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
1.1 Creates a safe environment										
A. identifies occupational safety hazards	1	1	2	2	3	1	1	2	2	
B. identifies ways to correct hazards	1	2	3	3	3	2	3	3	3	
a. common										
b. uncommon										
C. identifies personal safety habits	1	1	1	2	3	1	1	1	2	
1.2 Follows fire safety procedures										
A. classifies types of fires	1	2	3	3	3	1	2	3	3	
B. extinguishes fires	1	1	2	3	3	1	2	3	3	
C. reports fires	1	1	1	2	3	1	1	2	3	
D. uses fire drill procedures	1	1	2	3	3	1	2	3	3	
1.3 Seeks and applies first aid										
A. seeks first aid for heart attack victims	1	1	1	3	3	1	1	2	3	3
B. seeks first aid for blocked airway victims	1	1	1	3	3	1	1	2	3	3
C. applies first aid for minor cuts and minor burns, minor falls and foreign objects in the eyes	1	1	1	3	3	1	1	2	3	3
D. seeks and applies first aid for major injuries	1	2	3	3	3	2	2	3	3	3
1.4 Identifies personal hygiene techniques	1	1	1	2	3	1	1	2	2	2
1.5 Cleans and sanitizes restrooms	1	1	1	2	2	1	1	1	2	2

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
1.6 Cleans and sanitizes work and storage areas	1	1	1	2	3	1	1	1	2	3
1.7 Controls trash and performs laundry duties										
A. controls trash	1	1	1	2	3	1	1	2	2	3
B. performs laundry (linen) duties	1	1	1	2	3	1	1	2	3	3
1.8 Cares for floors										
A. sweeps and vacuums	1	1	1	2	3	1	1	1	2	2
B. mops	1	1	1	2	3	1	1	1	2	2
C. waxes and buffs	1	1	2	3	3	2	2	2	3	3
D. performs basic conditioning and maintenance	1	1	2	3	3	2	2	3	3	3

Food Production (Back of the House)

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
Dishwasher/Kitchen Helper										
P2.1 Identifies food handling preparation techniques which prevent food contamination	1	1	2	3	3	1	1	2	3	3
P2.2 Identifies food storage techniques	1	2	2	3	3	1	1	2	3	3
P2.3 Cleans and sanitizes										
P2.3a dinnerware, flatware and glassware	1	1	1	2	3	1	1	1	2	3
P2.3b condiment dispensers and utensils	1	1	1	2	3	1	1	1	2	3
P2.3c beverage dispensers and ice machines	1	1	2	3	3	1	1	2	3	3
The Prep Cook										
P3.1 Uses and cares for knives										
A. cuts vegetables with a French (chef's) Knife	1	1	1	2	3	1	1	2	3	3
B. sharpens and steels knives	1	1	1	2	3	1	2	2	3	3
C. reorganizes types and uses of knives	1	1	3	3	3					
P3.2 Understands recipe parts, measuring procedures, and food preparation terminology										
A. understands recipe parts	1	1	2	3	3	1	2	2	3	3
B. measures	1	1	1	2	3	1	1	1	2	3
C. identifies food preparation terminology	1	1	2	3	3	1				
P3.3 Prepares salads										
P3.3a fruit	1	1	1	2	3	1	1	2	3	3
P3.3b vegetable	1	1	1	2	3	1	1	2	3	3
P3.3c leafy	1	1	1	2	3	1	1	1	2	3
P3.3d gelatin	1	1	1	2	3	1	1	2	2	3
P3.3e meat and seafood	1	1	2	2	3	1	1	2	3	3

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
P3.4 Prepares oil and vinegar salad dressings	1	1	2	2	3	1	1	2	3	3
P3.5 Prepares garnishes, vegetable and fruit	1	1	1	2	3	1	1	2	2	3
P3.6 Prepares appetizers, relishes and dips										
A. appetizers	1	1	2	3	3	1	1	2	3	3
B. relishes	1	1	2	2	3	1	1	2	2	3
C. dips	1	1	2	3	3	1	1	2	3	3
P3.7 Prepares breakfast meats	1	1	1	2	3	1	1	1	2	3
P3.8 Breaks down and portions chicken and shellfish										
A. chicken	1	1	2	3	3	1	1	2	3	3
B. shellfish	1	1	2	3	3	1	2	2	3	3
P3.9 Grinds and tenderizes meats										
A. grinds	1	1	2	3	3	1	1	2	3	3
B. tenderizes	1	1	2	3	3	1	1	2	3	3

The Fry/Grill Cook	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
P4.1 Receives, plates, scans, and tallies orders	1	2	2	3	3	2	2	3	3	3
P4.2 Prepares hot and cold sandwiches	1	1	1	2	3	1	1	2	2	3
P4.3 Prepares convenience soups	1	1	1	2	3	1	1	2	2	3
P4.4 Prepares convenience sauces	1	1	1	2	3	1	1	2	2	3
P4.5 Prepares eggs	1	1	1	2	3	1	1	2	3	3
P4.6 Prepares hot cereals and quick breads										
A. hot cereals	1	1	1	2	3	1	1	1	3	3
B. quick breads	1	1	2	2	3	1	1	2	2	3
P4.7 Prepares potatoes	1	1	1	2	3	1	1	1	2	3
P4.8 Prepares vegetables	1	1	1	2	3	1	1	1	2	3
P4.9 Identifies wholesale meat cuts	1	1	2	3	3	1	1	2	3	3
P4.10 Prepares meats by										
P4.10a roasting										
A. meat	1	1	2	3	3	1	1	2	3	3
B. poultry	1	1	1	2	3	1	1	1	2	3
C. fish	1	1	2	3	3	1	1	2	3	3
P4.10b boiling										
A. meat	1	1	2	3	3	1	2	2	3	3
B. poultry	1	1	2	2	3	1	1	2	3	3
C. fish	1	1	2	3	3	1	2	2	3	3
P4.10c deep frying										
A. poultry	1	1	1	2	3	1	1	2	2	3
B. fish	1	1	1	2	3	1	1	1	2	3
P4.10d pan frying/sauteeing										
A. panfrying	1	1	1	2	3	1	1	2	2	3
B. sauteéing	1	1	2	2	3	1	1	2	3	3

P4.10e steaming/poaching
A. steaming
B. poaching

Cognitive					Psychomotor				
KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
1	1	2	2	3	1	1	2	2	3
1	1	2	2	3	1	1	2	2	3

ARTICULATION OF JOB COMPETENCY LEVELS

Volume 2 Skills

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
The Host/Hostess										
S4.1 Greets and seats guests	1	1	2	2	3	1	1	2	3	3
S4.2 Processes sales check	1	1	1	2	3	1	1	1	2	3
S4.3 Operates cash register										
a. check bank setup	1	1	1	2	3	1	1	1	2	3
b. rings up checks	1	1	1	2	3	1	1	2	2	3
c. closes out register	1	1	1	2	3	1	1	2	2	3
S4.4 Assists with employee management duties										
a. schedules employees	1	1	2	3	3	2	2	3	3	3
b. manages small banquets	1	1	2	3	3	2	2	2	3	3
c. directs employee sidework	1	1	2	3	3	2	2	3	3	3

Consensus on objectives was gained to this point. It was agreed by the team that many variables were present (teacher competence, class size, etc.). Therefore, two ratings were given. The first line presents expectations of students based upon progression through the curriculum from the educator's point of view. The second rating is the industry, rating what occurs on the job, where training is on a one to one basis.

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
The Working Chef/Sous Chef										
P5.1 Prepares stocks										
a. beef	1	2	2	3	3	1	2	3	3	3
	1	1	1	2	3	1	1	1	2	3
b. poultry	1	2	2	3	3	1	2	3	3	3
	1	1	2	2	3	1	1	2	2	3
*c. fish, lamb, ham vegetable, veal	3	3	3	3	3	3	3	3	3	3
	1	1	2	2	3	1	1	2	2	3
(The educators ranked this skill as a high level skill in that usage is not great. Industry ranked it lower because of the ease in learning the skill.)										
P5.2 Prepares clear and thickened soups										
A. Clear										
1. broths (chicken, onion, celery)	1	1	2	2	3	1	1	2	3	3
	1	1	1	2	3	1	1	1	2	3
2. vegetable	1	1	2	2	3	1	1	2	3	3
	1	1	1	2	3	1	1	1	2	3
3. pasta	1	1	2	2	3	1	1	2	3	3
	1	1	1	2	3	1	1	1	2	3
4. consomme	1	1	2	2	3	1	1	2	3	3
	1	1	2	2	3	1	1	2	2	3
B. Thickened										
1. grain	1	1	2	2	3	1	1	2	3	3
	1	1	1	2	3	1	1	1	2	3
2. chowder	1	1	2	2	3	1	1	2	3	3
	1	1	2	2	3	1	1	2	2	3

*Not validated or addressed in curriculum

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
3. creamy	1	1	2	2	3	1	1	2	3	3
	1	1	2	2	3	1	1	2	2	3
4. puree	1	1	2	2	3	1	1	2	3	3
	1	1	1	2	3	1	1	1	2	3
P5.3 Prepares hot and cold sauces										
A. Hot										
1. sauces (sweet & sour, sweet, creamed, demi-glaze)	1	2	2	3	3	1	2	2	3	3
	1	1	2	2	3	1	1	2	2	3
2. gravies (stock from animal fat or meat)	1	2	2	3	3	1	2	2	3	3
	1	1	1	2	3	1	1	1	2	3
3. glaze (arrow root, gelatin, corn starch)	1	2	2	3	3	1	2	2	3	3
	1	1	2	2	3	1	1	2	2	3
B. Cold										
1. salad	1	1	2	3	3	1	1	2	3	3
	1	1	1	2	3	1	1	1	2	3
2. entree	1	1	2	3	3	1	1	2	3	3
	1	1	2	2	3	1	1	2	2	3
3. dessert	1	1	2	3	3	1	1	2	3	3
	1	1	2	2	3	1	1	2	2	3
P5.4 Prepares basic bakery products										
A. Pies										
1. Fillings										
a. fruit	1	1	2	2	3	1	1	2	2	3
	1	1	1	2	3	1	1	1	2	3
b. cream	1	1	2	2	3	1	1	2	2	3
	1	1	1	2	3	1	1	1	2	3
c. chiffon	1	1	2	2	3	1	1	2	2	3
	1	1	2	2	3	1	1	2	2	3

		Cognitive					Psychomotor				
		KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
	d. soft	1	1	2	2	3	1	1	2	2	3
		1	1	2	2	3	1	1	2	2	3
2.	Crusts/Doughs	1	1	1	2	2	1	1	1	2	2
	a. mealy	1	1	1	2	3	1	1	1	2	3
	b. short flake										
	c. long flake										
B.	Yeast Products										
1.	frozen bake off	1	2	2	3	3	1	2	3	3	3
	and brown and serve	1	1	1	2	3	1	1	1	2	3
2.	yeast from scratch	1	2	2	3	3	1	2	3	3	3
	(Explanation: Baking is considered a specialty area. The working chef needs little expertise in this area.)	1	1	1	2	3	1	1	1	2	3
C.	Icings										
1.	fondants	1	1	2	2	3	1	1	2	2	3
		1	1	2	2	3	1	1	2	2	3
2.	boiled	1	1	2	2	3	1	1	2	2	3
		1	1	2	2	3	1	1	2	2	3
3.	powdered sugar	1	1	2	2	3	1	1	2	2	3
	(butter cream)	1	1	1	2	3	1	1	1	2	3
4.	simple	1	1	2	2	3	1	1	2	2	3
		1	1	1	2	3	1	1	1	2	3
5.	glazes	1	1	2	2	3	1	1	2	2	3
		1	1	2	2	3	1	1	2	2	3
6.	royale	1	1	2	2	3	1	1	2	2	3
		1	1	1	2	3	1	1	1	2	3
P5.5	Fabricates meats										
A.	red meat	1	2	2	3	3	1	2	2	3	3
	(beef, pork, lamb, veal)	1	1	2	2	3	1	1	2	2	3
B.	poultry	1	2	2	3	3	1	2	2	3	3
		1	1	1	2	3	1	1	1	2	3
C.	seafood	1	2	2	3	3	1	2	2	3	3
		1	1	1	2	3	1	1	1	2	3

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
P5.6 Plans menus										
A. devises										
1. marketing	1	1	2	3	3	1	2	2	3	3
	1	1	2	2	3	1	1	2	2	3
2. price determination	1	1	2	3	3	1	2	2	3	3
	1	1	1	2	3	1	1	1	2	3
3. menu-mix relationships	1	1	2	3	3	1	2	2	3	3
	1	1	2	2	3	1	1	2	2	3
4. orienting menu to facility and equipment	1	1	2	3	3	1	2	2	3	3
	1	1	2	2	3	1	1	2	2	3
5. relating menu to employee skills	1	1	2	3	3	1	2	2	3	3
	1	1	2	2	3	1	1	2	2	3
B. designs	1	1	1	2	3	1	1	2	3	3
1. physical appearance	1	1	2	2	3	1	1	2	2	3
2. arrangement										
3. menu wording										
P5.7 Uses basic procedures of a gardemangre/pantry cook										
A. ice carvings	1	2	3	3	3	1	2	3	3	3
	1	1	2	2	3	1	1	2	2	3
B. buffet service	1	2	3	3	3	1	2	3	3	3
	1	1	1	2	3	1	1	1	2	3
C. garniture	1	2	3	3	3	1	2	3	3	3
	1	1	1	2	3	1	1	1	2	3
D. chaud froid	1	2	3	3	3	1	2	3	3	3
	1	1	2	2	3	1	1	2	2	3
P5.8 Manages banquet kitchen * operations	1	2	3	3	3	1	2	3	3	3
	1	1	2	2	3	1	1	2	2	3
A. food placement										
B. employee placement										
C. food production time tables										
D. portioning										

*Not a validated competency

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
P5.9 Schedules employees *+ and food preparation scheduling	1	2	3	3	3	1	2	3	3	3
A. employee scheduling	1	1	2	2	3	1	1	2	2	3
B. food preparation timetables										

*Not a validated competency
+No modules have been developed for this competency

The Mid-Manager

	Cognitive					Psychomotor				
	KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	EVALUATION	IMITATION	MANIPULATION	PRECISION	ARTICULATION	NATURALIZATION
6.1 Assists with employee management duties	1	2	2	3	3	1	2	2	3	3
A. interviews	1	1	2	2	3	1	1	2	2	3
B. reference checks										
C. task analysis										
D. job descriptions										
E. personnel evaluations										
6.2 Assists with beverage and food cost controls	1	2	2	3	3	1	2	2	3	3
A. purchases	1	1	2	2	3	1	1	2	2	3
B. stores										
C. receives										
D. inventories										
E. requisitions										
6.3 Assists with beverage and food cost controls	1	2	2	3	3	1	2	2	3	3
A. determines equipment needs	1	1	2	2	3	1	1	2	2	3
B. inventories										
C. maintains records										
D. uses equipment efficiently										
6.4 Assists with labor cost controls	1	2	3	3	3	1	2	3	3	3
A. determines employee wage scales	1	1	2	2	3	1	1	2	2	3
B. schedules employees										
C. maintains portion control										
D. establishes work production standards										

Developing Program Support

It is important to build a base of support for a school Food Service/Food Production program. Some of the ways to begin are as follows:

1. An advisory committee can help provide current information concerning needs of students, employers, and the community regarding occupational food service. The advisory committee can spread the word about the need for such a program. They may also be interested in help conduct a community survey or in gathering community and school support for the teaching of a Food Service/Food Production program. The committee's assistance will be invaluable to the establishment of an important school--community linkage.

2. A community survey is a more comprehensive way to find out what students, employers, and business people believe students need. The answers to questions asked in a community survey will reveal the need of students for specific employment areas. This type of information will help build a strong rationale for a Food Service/Food Production program.

3. Conversations with school administrators, counselors, and other teachers may prove invaluable in launching a Food Service/Food Production program. Asking for opinions, support, and help before beginning the program will show that it has much to offer the student, the school, and the community.

Articulation of Programs

Since occupational and consumer and homemaking home economics programs are related, this curriculum will serve as a means of better articulating the content of each of these programs. Teachers in each program can agree on which competencies will be taught in occupational and consumer and homemaking programs. When students from articulated programs enroll in an upperclass Food Service/Food Production program, they will have mastered common core competencies; thus they will be better equipped to master higher level competencies. The articulated program is maximizes efforts among each program by reducing duplication while showing students that what is learned in one program is related to the other program.

Building Technical Vocabulary

An important aspect of teaching an occupational curriculum is helping students build a technical vocabulary. This may be done by pre-teaching the special vocabulary through the introduction of a list of new terms for each packet or cluster of packets. Additionally, a student glossary of terms may be developed for student reference. Some circumstances may allow for peer-tutoring where an experienced student may assist the food service student to develop the technical vocabulary needed for mastery of competencies.

Assigning Packet Weights

The Food Service/Food Production curriculum may be taught in an open classroom environment where many students perform different learning tasks at the same time, or it may be taught in a fixed or "traditional" environment where teacher directed activities and pacing are utilized. The teacher must assign weights for each packet, in both environments. Points of value or weights should be assigned for each packet based on the length and difficulty of the packet. Student mastery of the smaller packets will will result in fewer points per packet, whereas the mastery of longer more difficult packets will result in more points per packet.

FOOD SERVICE

Sequential Skill Progression

FRONT OF THE HOUSE

Host/Hostess

The host/hostess has mastered the common core, bus person, waiter/waitress skills and:

S4.1 Greets and seats guests
S4.2 Processes sales check
S4.3 Operates cash register
S4.4 Assists with employee management duties

FOOD PRODUCTION

Sequential Skill Progression

(Refer to VOLUME 1 for skills progression to this level)

BACK OF THE HOUSE

Working Chef/Sous Chef

The working chef/sous chef has mastered all common core, dish-washer/kitchen helper, prep cook, fry/grill cook skills and:

P5.1 Prepares poultry and beef stock
P5.2 Prepares clear and thickened soups
P5.3 Prepares hot and cold sauces
P5.4 Prepares basic bakery products
P5.5 Fabricates meats
P5.6 Plans menus
P5.7 Uses basic procedures of garde manager/pantry cook
*P5.8 Manages banquet kitchen operations
*+P5.9 Schedules employee and food preparation timetables

*Not a validated competency

*+No learning module has been developed addressing this identified competency

FOOD PRODUCTION
AND
FOOD SERVICE

BACK OF THE HOUSE AND FRONT OF THE HOUSE

Mid-manager

The mid-manager has mastered the front of the house and back of the house skills and:

6.1 Assists with employee personnel management duties
6.2 Assists with food and beverage cost-control procedures
6.3 Assists with equipment cost-control procedures
6.4 Assists with labor cost-control procedures

S4.1

HOST/HOSTESS . . . . . GREETS AND SEATS GUESTS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL(S):

Greets and seats guests

TERMINAL PERFORMANCE OBJECTIVE:

Given a request to greet and seat guests, the student will be able to receive dining reservations, greet, seat, and present menus to guests as evidenced by completion of "Greeting and Seating Guests Checklist."

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Phone
4. Reservation book
5. Menus
6. Tables/chairs

PRETEST:

Directions: Perform the following skill activity.

1. Receive dining reservations, greet, seat, and present menus to guests. Ask your instructor to check your skills.

CONTENTS:

Directions: Read the following information.

The duties of the host/hostess vary according to the restaurant and the amount of business. The host/hostess may answer the telephones, handle requests for job applicants, substitute for a waitress, or run the cash register. Additionally, the host/hostess receives reservations, greets and seats guests, and presents menus.

The job of the host/hostess begins as soon as he/she encounters a guest, whether by phone or in person. He/she must be ready to greet the guest with a warm, friendly smile. It is surprising how people will respond when they are cheerfully greeted. It makes them happy and they want to return the friendly attitude.

Receive Reservations for Dining

Most reservatons are placed by phone. Your guests will welcome a friendly, helpful attitude. Answer the phone following the house policy which may be "Good morning (afternoon, evening), The Eatery. May I help you?" Strive for clarity when recording the reservation. For example, guests may mistakenly reverse the number in the party with the reservation time. A party of six at 7:00, or did they mean a party of seven at 6:00? Don't badger the guest but do get the correct information. Repeat each piece of information. Repeat the name and spell it out. Some names sound the same over the phone, such as "Hull" and "Hall." Repeat the number in the party and check for any special seating concerns, such as high chairs. Repeat specific reservation time and clarify AM or PM. Repeat reservation date with day of the week and date, that is, "This Saturday, November 4." If the reservation is made for a special occasion, suggest that they order a cake. If you are in doubt about handling a large group during peak service time, suggest that they alter their original intent slightly and come a little earlier or a little later. Be very courteous, letting them know that you are concerned about their service.

Greet Guests

The host/hostess has an important selling job to do. The ultimate goal in food preparation is the sale of finished food items to customers. The guest's good will mry be gained if the host/hostess has a pleasant manner and gives courteous attention. Good will can be lost through small discourtesies and carelessness.

A friendly attitude is important; however, the host/hostess should not be too friendly. The host/hostess should be businesslike in manner, and should not engage in unnecessary conservation.

Give prompt attention when guests arrive. If they cannot be seated right away, inform them. Tell them where they may wait and how long the wait will be.

They must not feel neglected. If the waiting time must be changed, tell the customer. Say, "Thank you very much for waiting. They are clearing your table now. It will only be another five minutes."

Try not to take the behavior of a guest personally. If the guest is rude, demanding, grouchy, or unpleasant in any way, keep calm. Do everything you can to correct the situtation. If you feel the guest's behavior is getting out of hand, report the situtation to the manager at once.

Each guest should feel welcomed. When a man or woman comes in alone, greet him/her pleasantly, "Good Morning" or "Good Evening." "This way please." Don't use "Just one?" or "Are you alone?" These greetings put the guest on the defensive. When tables are plentiful, tactfully ask, "Do you prefer a wall seat (or some other desirable location)?"

Seat Guests

When seating guests, say, "This way please," then lead the way to the table. Pull out the lady's chair for her, and lightly push it back in as she sits down, unless her escort advances to do this for her. Extend the courtesy of pulling out a chair to a person alone or to the one person in a group who appears to be the host. Always try to anticipate the desires of the guests.

Every customer in the restaurant has an equal right to dine comfortably. If a group or an individual appears to be the noisy disruptive type, seat them well away from the quiet guests. Many restaurants place groups with young children in one section or room of the restaurant.

Keep safety in mind. If a family has a small child who requires a high chair, seat them where the chair does not interfere with safe passage in the aisle and around the table or is within easy reach of potentially dangerous items like hot coffee.

Take special precautions with the handicapped. If a guest is blind, offer your arm to guide them to the table. A guest in a wheel chair needs to be placed in an area where the chair does not obstruct traffic.

Present Menus to Guests

If the restaurant is extremely busy, the host/hostess may offer menus to the guests. Before presenting the menus, check to see that they are clean and contain correct inserts. For couples,

begin with the lady. If several ladies are seated, begin with the oldest or the obvious hostess. For a party, begin with the person to the right of the host and proceed counterclockwise around the table, placing menus face up in front of each guest unless he/she extends a hand to take it. When there is no children's menu, it is not advisable to give a regular menu to small children unless their parents so request.

The host/hostess may also pour the customer's first glass of water if the waiter/waitress is very busy. Always start with the host of the party or the lady on his right and work counterclockwise. Tell the customers that their waiter/waitress will be with them shortly.

SOURCES:

Evenson, Sylvia and Sterzinger, Sonja, A TRAINING GUIDE WAITER/WAITRESS. Minnesota Curriculum Service Center, White Bear Lake, Minnesota.

FOOD MANUAL, Ramada Inns, Phoenix, Arizona, 1976.

FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1973.

Hatchett, Melvin S., FOOD SERVICE (A Distributive Education Manual), The University of Texas at Austin, Austin, Texas 1970.

POSTTEST:

Directions: Receive dining reservations, greet, seat, and present menus to guests. Then complete this checklist.

Greeting and Seating Guests Checklist

		Yes	No
1.	Uses personal hygiene	---	---
2.	Follows personal safety habits	---	---
3.	Uses sanitation techniques	---	---
4.	Accepts reservations	---	---
5.	Records reservations	---	---
6.	Uses telephone	---	---
7.	Displays courtesy	---	---
8.	Follows house policies	---	---
9.	Greets guests	---	---
10.	Seats guests	---	---
11.	Pulls out chairs	---	---
12.	Accommodates individual guest's needs	---	---
13.	Provides special needs (high chair)	---	---
14.	Presents menus	---	---
15.	Manages time	---	---
16.	Shows initiative	---	---
17.	Makes sound decisions	---	---
18.	Shows dependability	---	---
19.	Cooperates with others	---	---
20.	Contributes to a team effort	---	---

PRETEST: **KEY**

1. Instructor's satisfaction

Greeting and Seating Guests Checklist

	Yes	No
a. uses personal hygiene	---	---
b. follows personal safety habits	---	---
c. uses sanitation techniques	---	---
d. accepts reservations	---	---
e. records reservations	---	---
f. uses telephone	---	---
g. displays courtesy	---	---
h. follows house policies	---	---
i. greets guests	---	---
j. seats guests	---	---
k. pulls out chairs	---	---
l. accommodates individual guest's needs	---	---
m. provides special needs (high chair)	---	---
n. presents menus	---	---
o. manages time	---	---
p. shows initiative	---	---
q. makes sound decisions	---	---
r. shows dependability	---	---
s. cooperates with others	---	---
t. contributes to a team effort	---	---

POSTTEST:

Completion of "Greeting and Seating Guests Checklist."

HOST/HOSTESS . . . . . S4.2 PROCESSES SALES CHECK

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL(S):

Processes salescheck

TERMINAL PERFORMANCE OBJECTIVE:

Given a request to process salescheck, the student will be able to complete, present, and process salescheck as evidenced by completion of "Processing Salescheck Checklist."

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Local restaurant menus
4. Guest check
5. Calculator
6. Check tray
7. Cash register
8. Money
9. Credit card
10. Credit card processor

PRETEST:

Directions: Answer the following questions and perform the following skill activity.

1. Complete the following salescheck with foods ordered, server, persons, and table number.

THE STEAK HOUSE

Thank you!

Server	Persons	Table No.	Check No. 1022

	AMOUNT
Tax	
TOTAL	

(Guest No. 1 ordered a coke ($.55), grilled cheese ($2.49) and french fries ($.85). Guest No. 2 ordered iced tea ($.65) and swiss steak ($4.95). Guest No. 3 ordered a chef salad ($3.50) and coffee ($.50) and Guest No. 4 ordered apple pie ($.95) and milk ($.45). Figure 6% sales tax for Lori's table 2.

2. Present saleschecks and process payment for cash transactions involving 4 guests each with their own check. Ask your instructor to check your skills.

CONTENTS:

Directions: Read the following information.

Processing the sales check is as important as serving the food, and it is essential to give the same courteous service at this point as before.

The waiter/waitress must write very clearly on each check. Sloppy check writing may cause misunderstandings with customers, the accounting department, kitchen personnel, or other service personnel.

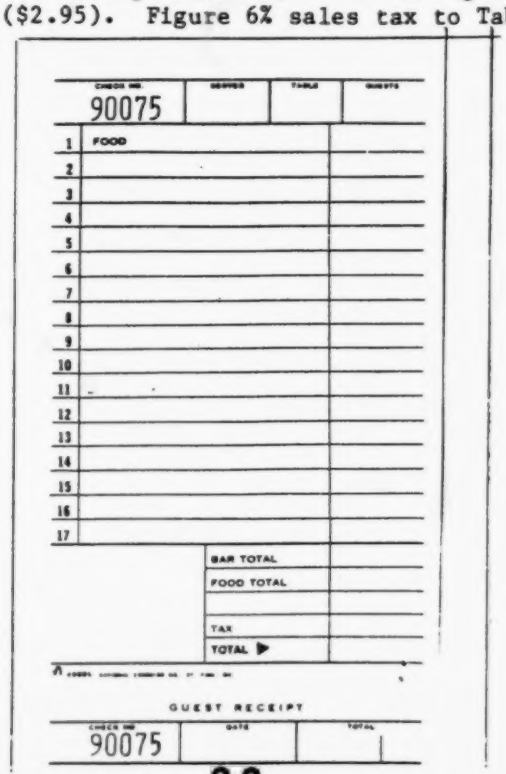
The check must appear clean and legible. If a check must be voided, the floor supervisor should be contacted.

All items and prices on the check must be accurate. Check addition. Most restaurants encourage the use of a calculator. Even if a calculator is used, double check the addition. After checking to see that all items are listed and totaled, add sales tax and the service charge (when applicable).

ACTIVITY 1:

Directions: Complete the following activity.

1. Fill in all necessary information for 3 luncheon guests. One guest has ordered tuna fish salad ($3.49) with a side of cottage cheese ($.65). Another guest has ordered cheese cake ($1.02) and a hamburger ($2.89). The last guest has orderd a chef salad ($2.95). Figure 6% sales tax to Table 2, server 29.



Present Salescheck

In most formal dining rooms, it is customary to hold the check until the guest asks for it and then to present it face down on a small plate or tray to the guest's left. In coffee shops, present the check to the guest when he/she has finished dessert and after they have been asked if they would like anything else.

Quite often, the guest will not know what to do with the check when they are ready to pay. The waiter/waitress can say, "Please pay the cashier when you are ready," or "I will take this when you are ready."

ACTIVITY 2:

Directions: Complete the following skill activity.

1. Present a salescheck to a table of 4 guests. Ask your instructor to check your skills.

Remember to always thank the customer for his/her patronage. The waiter/waitress might say, "Thank you very much, please come again."

Process Salescheck

The person accepting payment must thoroughly understand each type of transaction: cash, check, and credit card.

Cash

To process cash saleschecks, follow these steps:

1. Take the customer's check. Glance over the check for possible errors in prices or addition.

2. Look at the guest and state the amount of the check. Say, "That will be $5.46."

3. Accept the bills and coins. Then say, "$5.46 out of $10.00."

4. Place the ticket and money to one side of the cash box or drawer. Record the sale on the cash register. Then count out the correct change from the box or drawer.

5. Count the change back to the customer out loud, beginning with the amount of the ticket. Say, "That will be $5.46 out of $10.00. Five forty-six, forty-seven, forty-eight, forty-nine, five fifty and six, seven, eight, nine, and ten dollars. Thank you."

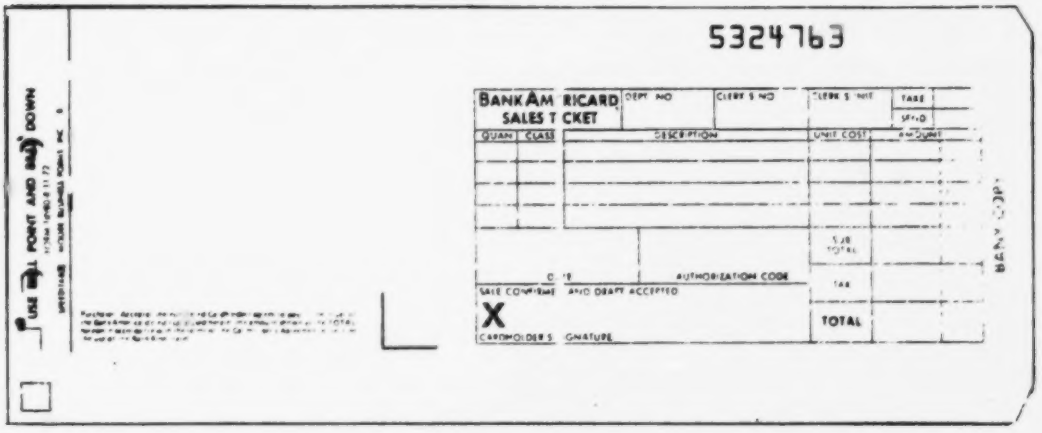
6. Thank the guest and then place the guest's money in the cash box or drawer. Shut the cash box or drawer and file the guest ticket.

Credit Card

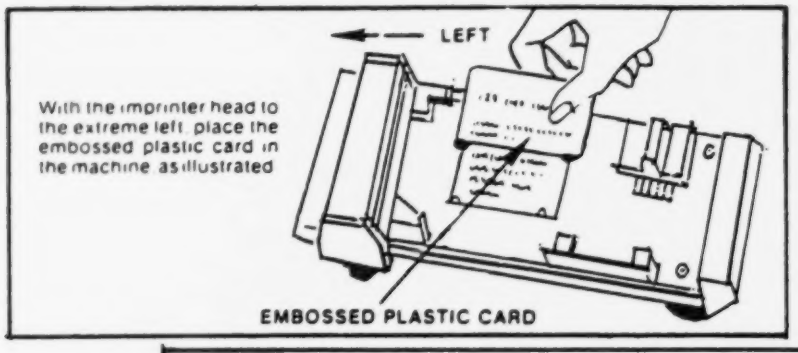
To process credit card salescheck, follows these steps:

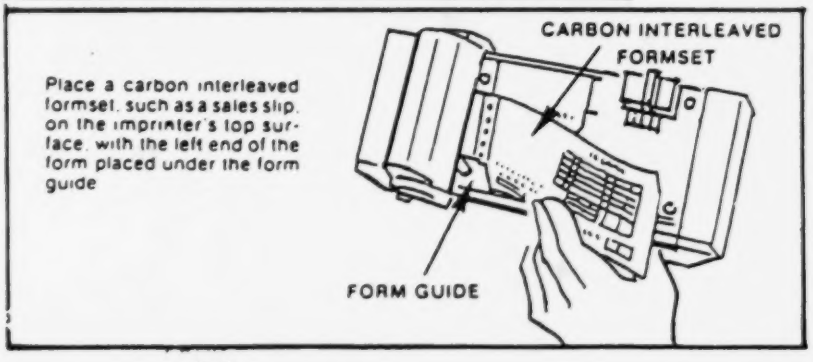
1. Receive credit card from the customer. Check to see that it is not on the stolen card list. Examine the expiration date.

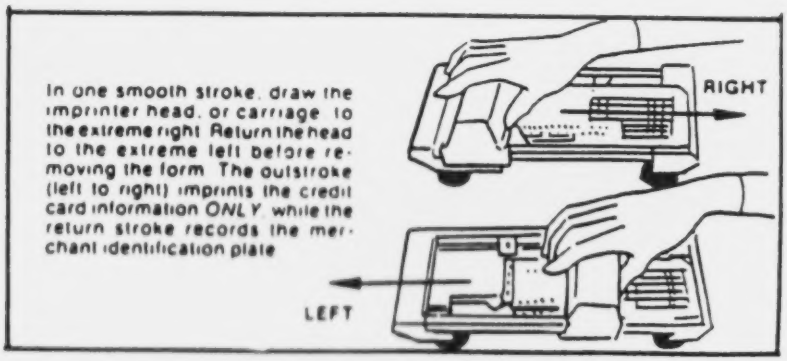
2. Complete the credit card form (illustration below) with date, service rendered, prices, tax, and total.



3. Place the card face up on the machine. Next place the form and pull imprinter handle completely across the sales slip and then back to the original position.


With the imprinter head to the extreme left, place the embossed plastic card in the machine as illustrated
LEFT
EMBOSSED PLASTIC CARD


Place a carbon interleaved formset, such as a sales slip, on the imprinter's top surface, with the left end of the form placed under the form guide
CARBON INTERLEAVED FORMSET
FORM GUIDE


In one smooth stroke, draw the imprinter head, or carriage, to the extreme right. Return the head to the extreme left before removing the form. The outstroke (left to right) imprints the credit card information ONLY, while the return stroke records the merchant identification plate.
RIGHT
LEFT

4. Ask the card holder to sign the form. Check card and form signatures and then return the card and the card holder's copy to the customer.

Check

To process check saleschecks, follow these steps:

1. Examine the check for errors.

2. Copy personal identification information on the check.

3. Ring up the sale and file the check.

4. Thank the customer and encourage him/her to return.

ACTIVITY 3:

Directions: Answer the following questions.

1. A bill comes to $10.05 and the guest gives you a twenty dollar bill. What change should you bring back to the guest, if the guest doesn't request anything special?

2. A bill come to $19.80 and the guest gives you a fifty dollar bill. What change should you bring back to the guest, if the guest doesn't request anything special?

POSTTEST:

Directions: Complete, present, and process saleschecks for a table with 4 guests.

Processing Salescheck Checklist

		Yes	No
1.	Uses personal hygiene	---	---
2.	Follows personal safety habits	---	---
3.	Uses sanitation techniques	---	---
4.	Follows safety procedures	---	---
5.	Completes salescheck	---	---
6.	Lists items	---	---
7.	Computes sales tax	---	---
8.	Checks with guests	---	---
9.	Confirms salescheck	---	---
10.	Informs guests who and where to pay	---	---
11.	Thanks guests	---	---
12.	Presents salescheck	---	---
13.	Checks salescheck	---	---
14.	Operates cash register	---	---
15.	Totals checks	---	---
16.	Counts change	---	---
17.	Files checks	---	---
18.	Processes for cash	---	---
19.	Processes for check	---	---
20.	Processes for credit card	---	---
21.	Shows pride in work	---	---
22.	Manages time	---	---
23.	Shows initiative	---	---

SOURCES:

Hatchett, Melvin S., FOOD SERVICE (A Distributive Education Manual), The University of Texas at Austin, Austin, Texas, 1970.

Evenson, Sylvia and Sterzinger, Sonja, A TRAINING GUIDE, WAITER/WAITRESS, Minnesota, Curriculum Services Center, White Bear Lake, Minnesota.

FOOD MANUAL, Ramada Inns, Phoenix, Arizona, 1976.

FOOD SERVICE, PRODUCTION AND SERVICE (Student Material), Mid-America Curriculum Consoritum, Inc., 1976.

PRETEST: **KEY**

1.

THE STEAK HOUSE

Thank You!

Server	Persons	Table No.	Check No.
Lori	4	2	1022

	AMOUNT	
1. Grilled Cheese	2	49
FF		85
Coke		55
2. Swiss Steak	4	95
Iced tea		65
3. Chef Salad	3	50
Cof		50
4. Apple Pie		95
Milk		45
	14	89
Tax		75
TOTAL	15	64

2. Instructor's satisfaction

Present and Process Payment Checklist

		Yes	No
a.	Checks with guests	---	---
b.	Presents check	---	---
c.	Informs guests regarding payment	---	---
d.	Thanks guests	---	---
e.	Checks saleschecks for errors	---	---
f.	Accepts cash	---	---
g.	Counts back change	---	---
h.	Puts coin and bills in cash register	---	---
i.	Manages time	---	---

ACTIVITY 1:

1.

CHECK NO.	SERVED	TABLE	GUESTS
90075	29	2	3

	FOOD	
1		
2	Tuna Salad	3.49
3	cot. Cheese	.65
4	Hamburger	2.89
5	Cheese cake	1.02
6	Chef Salad	2.95
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
	FOOD TOTAL	11.00
	TAX	.66
	TOTAL ▶	11.66

GUEST RECEIPT

CHECK NO	DATE	TOTAL
90075	11-2-83	11 66

ACTIVITY 2:

1. Instructor's satisfaction

Presenting Salescheck Checklist

	Yes	No
a. Checks with guests	---	---
b. Presents check	---	---
c. Informs guests regarding payment	---	---
d. Thanks guests	---	---
e. Encourages guests to return	---	---

ACTIVITY 3:

1. $.95 coin (3 - $.25, 2 - $.10)

   4 singles

   1 five-dollar bill

2. $.20 coin (3 - $.25, 2 - $.10)

   1 ten-dollar bill

   1 twenty-dollar bill

POSTTEST:

Completion of "Processing Salescheck Checklist."

HOST/HOSTESS . . . . . S4.3 OPERATES CASH REGISTER

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL(S):

Operates cash register by checking bank set up, ringing up checks, and closing register.

TERMINAL PERFORMANCE OBJECTIVE(S):

Given a request to operate the cash register, the student will be able to set up the bank, ring up checks (including making change), and close the register with 100% accuracy as determined by instructor's checklist.

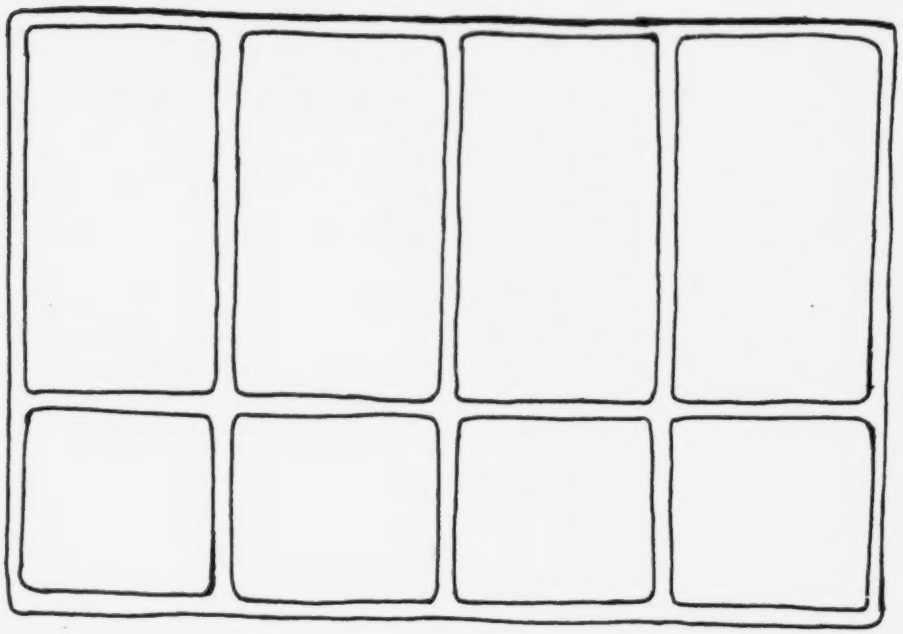
MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Play money
4. Cash register

PRETEST:

Directions: Answer the following questions and perform the following skill activities.

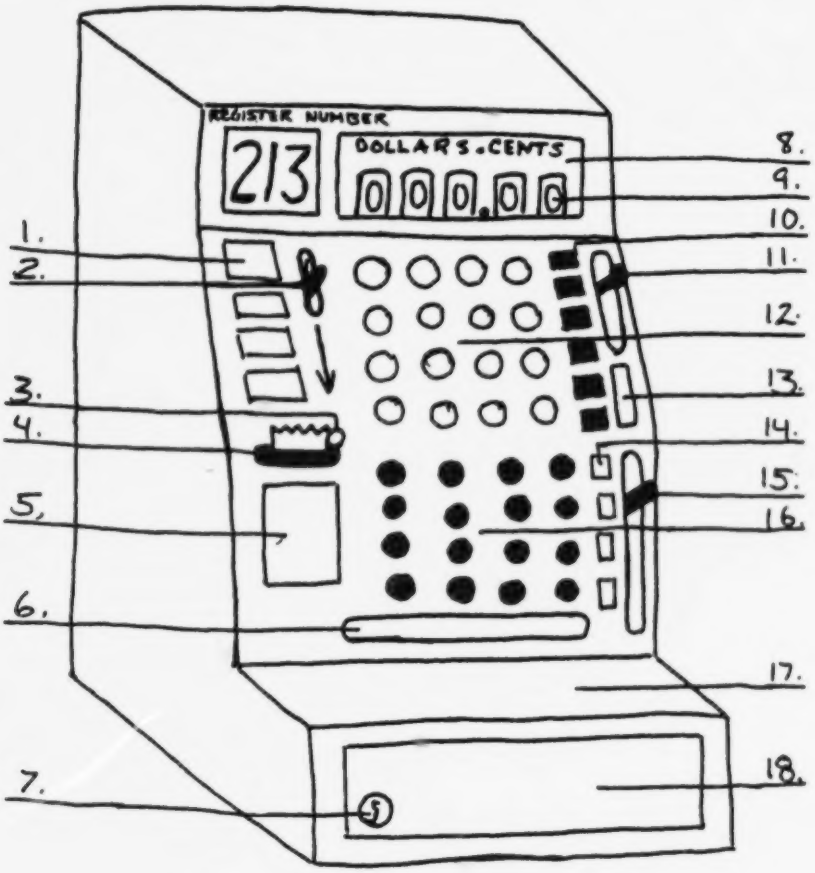
1. Draw a cash drawer for a $50 bank. Identify the amount and type of coin or currency for each slot.



2. Role play making change to the following two customers. Include your greeting and closing remarks.

   a. $10.95 check; $20.00 bill presented
   b. $25.00 check; $40.00 bills presented

3. Label the parts for the following cash register:



4. Use your cash register to ring up the two customer transactions in question #2. Ask your instructor to check your skills.

5. Close your register. Count out the $50.00 bank. Count out total sale. Set up the cash drawer with the bank. Place the total sales in the bank envelope and give it to the manager. Ask your instructor to check your skills.

CONTENTS:

Directions: Read the following information.

The position of cashier is one of great responsibility since it requires 100% accuracy in the handling of money. It is also important to public relations, for the cashier is often the last person the customer sees on leaving the restaurant.

The job of cashiering is a busy and demanding one. Cashiers will be on duty six or seven days a week and often more than eight hours a day. They will be expected to think and act quickly.

In this packet, you will learn how to set up the cash register, operate the cash register, and complete closing activities.

Job Duties

A cashier is employed to collect and record customer's payment. There are five areas in which a cashier should develop skill and experience:

--accepting money
--handling money
--recording payments
--giving change
--conversing with customers

All of these skills are part of the cashier's immediate job responsibility. Additional cashier duties may also include answering telephone take-out orders, greeting and seating customers, assisting busy waiters or waitresses, acting as receptionist, answering job inquires, and paying vendors for daily food orders.

Opening Bank

Prior to opening the cash register, the cashier will total cash on hand in the change bank and set up the cash register or cash box for the day's transaction.

The money the cashier starts with is called the "bank." The usual amount for the bank is $50.00. A typical opening bank is:

$22.00.....one-dollar bills
$10.00.....five-dollar bills
$10.00.....quarters
$ 5.00.....dimes
$ 2.00.....nickels
$ 1.00.....pennies

$50.00.....Total

The cash drawer for the money contained in the cash register has two rows; one for coins and one for currency. Both coins and currency are consistently placed in the same slots as illustrated below:

twenty $	ten $	five $	one $
.25	.10	.05	.01

ACTIVITY 1:

1. Draw a typical opening bank below. For each division in the cash drawer, identify how much and what type of coin or currency should be there.

Ringing Up Sales

When the ticket is presented to the cashier the cashier will greet the customer and accept the ticket. The ticket should be checked for any possible errors made by the waiter/waitress such as omitting the beverages or dessert. Next, the cashier will state the amount of the ticket such as, "That will be $8.75," "Was every thing alright?" The customer will present cash, a check, a traveler's check, or a charge card. When accepting cash, the cashier will repeat the total amount of the check and the sum of money received: "$2.43 out of $5.60." The bill is placed on the cash register slab--the ledge above the register drawer. When counting change to the customer the least possible number of coins should be used. For example, if the change is seventy-five cents, it would not be practical to give the customer 75 pennies, or seven dimes and one nickel. Give the cusomter 3 quarters. Give change to the customer as counting from the check amount. For example, "$2.43 out of $5.00," change is given" $2.43 and two cents equals $2.45 plus five cents equals $2.50 plus fifty cents equals $3.00 and two singles equals $5.00."

Registers that compute change will register the amount of change in the amount window; others only register the total bill amount and the cashier is expected to count out each customer's change. When giving a customer singles, always count them separately into the customer's hand. Be sure that bills do not stick together. Then, as the money is placed in the drawer, thank the customer for coming. Give the customer the receipt.

Each restaurant has special procedures for other types of transactions such as credit cards, personal checks, and traveler's checks. The specific restaurant policy must be followed.

Traveler's Checks

Traveler's checks are generally accepted in restaurants because they are a secure form of money. The only requirement for traveler's checks is that they be countersigned in the presence of the cashier. The two signatures, the pre-signed and the present one, should be checked to see that they match.

Personal Checks

When checks are accepted, they generally need approval by the manager. Check to see that they are dated correctly. Check identification such as a driver's license and major bank card to validate the name and signature.

Credit Cards

Credit cards are placed in an imprinter. On the slip is entered the date of sale, the type of service rendered, the exact price,

tax, and total. Customers may also wish to add a tip to the credit card slip. The customer's credit card is placed face up in the slots on the machine with the sales slip face in the slots over the face of the credit card. Next, the imprinter is pushed across the machine which leaves the imprint on the slip. The card and slip are removed from the imprinter and the customer is asked to sign the slip. The signature on the credit card is checked with that on the slip. Finally, the customer's copy is removed and given to the customer with the card.

ACTIVITY 2:

Directions: Answer the following questions.

1. Make change for the following two customers. Record the number and amount of coin and currency denomination given for each transaction.

   a. a customer gives you $10.00 to pay an $8.98 check.
   b. a customer gives you $20.00 to pay a $7.49 check.

   Role play these transactions with a classmate. Ask your instructor to check your skill.

Voids

Ringing up an incorrect amount on the cash register is referred to as a "void." A void can be easily referred to as a mis-ring, since the amount in error can be greater or less than the correct amount. Since the cash register keeps a running take of each transaction, a void must be corrected. If a void is not corrected, the cash register tape total will differ from the amount of cash in the register at the end of the shift or business day. In some restaurants, the cashier is held responsible for discrepancies between the tape total and the amount of money actually in the cash register drawer.

To correct voids, the following facts must be recorded on the mis-ring sheet:

--incorrect amount or void
--date
--signature or initials of cashier

To the mis-ring slip, attach a copy of the cash register receipt or guest check. Be sure to circle the error. Place the mis-ring sheet and receipt in the cash register drawer. Proceed to re-enter on the cash register the correct charges and totals. When totaling and counting the money at the end of the shift, refer to any mis-ring slips and account for the difference between the register tape total and the total amount of cash in drawer.

ACTIVITY 3:

Directions: Answer the following questions.

1. Define the term "void."

2. What information is included on the mis-ring sheet?

3. Why must all voids be recorded?

Closing

At the end of the shift, the cashier will be required to total receipts and count the amount of money in the cash register drawer. The money should be counted away from customers and without any interruptions.

Begin to count out the money from the opening bank. If the bank had $50.00, count all the coins and currency to total fifty dollars. If there is odd change and the total comes to $50.31, the thirty-one cents is added to the total receipts. Total receipts for the day, or shift, is the money left over after the bank has been counted. This amount, the total receipts less the bank, is the amount of money taken in during the shift. This money must be counted accurately and carefully. The cashier should complete all necessary report forms.

Replace the opening bank money in the cash register drawer or other designated area. Place all other money received and receipts in an envelope to present to the manager, along with any paperwork or forms completed.

Registers are then cleared so that they always start with 00.00. This process is commonly referred to as "zing." That is to clear the register to zero.

ACTIVITY 4:

Directions: After reading the instructions and balance sheet below, complete the new balance sheet.

Sample Balance Sheet

Original change bank = $75.00

Total cash on hand after sales = $130.00

Coins			Bills		
Half dollars	= $15.50		Ones	= $28.00	
Quarters	= 19.00		Fives	= 25.00	
Dimes	= 8.30		Tens	= 10.00	
Nickles	= 3.50		Twenties	= 20.00	
Pennies	= .70				
	$47.00	+		$83.00	=$130.00

Total cash on hand	$130.00
Change bank	75.00
Total (cash sales)	$ 55.00

Total of customer tickets = $ 55.00

Double check

Change bank	= $ 75.00
Total of customer tickets	= + 55.00
	$130.00

Now complete a new balance sheet.

New Balance Sheet

(NOTE: Assume the box balances.)

Original change bank = $75.00

Total cash on hand after sales = _____(1)

Coins			Bills		
Half dollars	= $12.50		Ones	= $21.00	
Quarters	= 7.25		Fives	= 10.00	
Dimes	= 3.60		Tens	= 20.00	
Nickels	= 2.95		Twenties	= 60.00	
Pennies	= .23				
	(2)	+		(3)	=$ (4)

Total cash on hand	$		(5)
Change bank		75.00	
Total (cash sales)	$		(6)
Total of customer tickets =	$		(7)
Double check			
Change bank =	$ 75.00		
Total of customer tickets =	+		(8)
	$		(9)

Operating The Cash Register

The register is expensive and delicate. Most registers have numeral keys for recording the amount of the transactions, as well as special keys for recording charges, cash received, cash paid out, no sales or voids. Alphabet keys usually designate the person operating the register or the type of item purchased. Each transaction is printed on a roll of paper call the "detail tape." Sometimes the register also prints a receipt for the customer with the date and amount of the transaction on the check.

The cash register usually has a drawer for change and for holding money, and may be connected to an automatic change maker. Each time the drawer is opened, the transaction is recorded on the tape, as it only opens when one of the special keys is pressed.

The detail tape allows cash control, for the reading at the end of the shift, minus the reading at the beginning, must equal the cash in the drawer, less the change with which the register started, charges, and cash paid out. As most restaurant checks are numbered and used in order, complete control is possible. The sum of all checks must agree with the detail tape figure; no checks must be unaccounted for.

Each cash register model is operated differently. Generally, the following parts appear on cash registers:

Window

At the top of the cash register, the window shows the amount of the customer's bill, the cashier's key or letter, and the cash register number.

Department Keys

These keys may be labeled as restaurant, bar, condiments, or any other categories that would be helpful for control and accounting purposes. The cashier depresses the appropriate department key before entering the charged amount onto the keyboard.

Cashier's Keys

Each person operating the cash register is assigned a number or letter and they use that assigned key for all transactions they ring up.

Receipt Table

Customer receipts are fed out of this area during each transaction. The cashier rips off receipt for each customer and presents customer with receipt, after giving each customer the correct change.

Amount Keys

Most of the register is covered with amount keys. Vertically, there are 9 keys. Horizontally, there may be from 3 to 12 keys. A key board containing 4 horizontal rows would be numbered in this way.

Dollars		Cents	
90	9	90	9
80	8	80	8
70	7	70	7
60	6	60	6
50	5	50	5
40	4	40	4
30	3	30	3
20	2	20	2
10	1	10	1
tens column	unit column	tens column	unit column

Read Row Panel

This labels the number of vertical rows on the cash register When operated with the silver bar control, totals for each row will be shown in the designated panel.

Silver Bar

Located to the immediate right of the read-row panel, the silver bar can be positioned next to the row panel for which total reading is desired. Silver bar is kept in center or locked position until needed.

Clear Lever

Located to the left of the keyboard, the clear lever is used to release incorrectly punched keys only before the sale has been rung. Incorrect amounts already rung are considered voids or mis-rings and can no longer be corrected with the clear lever.

Motor Bar

The motor bar is hit after amount buttons are depressed. This registers the amount rung up on the register tape, the detail tape, and in the window. It is also necessary to depress the motor bar to read department and salesperson key.

Register Lock

Each register has a key to lock the register. In some cases, this will lock the silver bar in position midway on the register panel.

Slab or Ledge

The slab is used to place money received from the customer while counting out change.

Transaction Window

Positioned immediately above the slab, the transaction window is keyed to show different types of information. For instance, it may be keyed to show the number of customers or sales in any one department.

Drawer

The drawer opens when the motor bar is hit. It contains a removable divided compartment designed to separate coin and currency denominations.

Drawer Lock

There is a separate lock and key for the cash register drawer. The register key and the drawer key are not interchangeable.

Slip Key

Located to the left of the printing table, the slip key is depressed if a receipt tape is not desired. The slip key is always used when opening the register to make a non-transaction deposit.

Detail Window

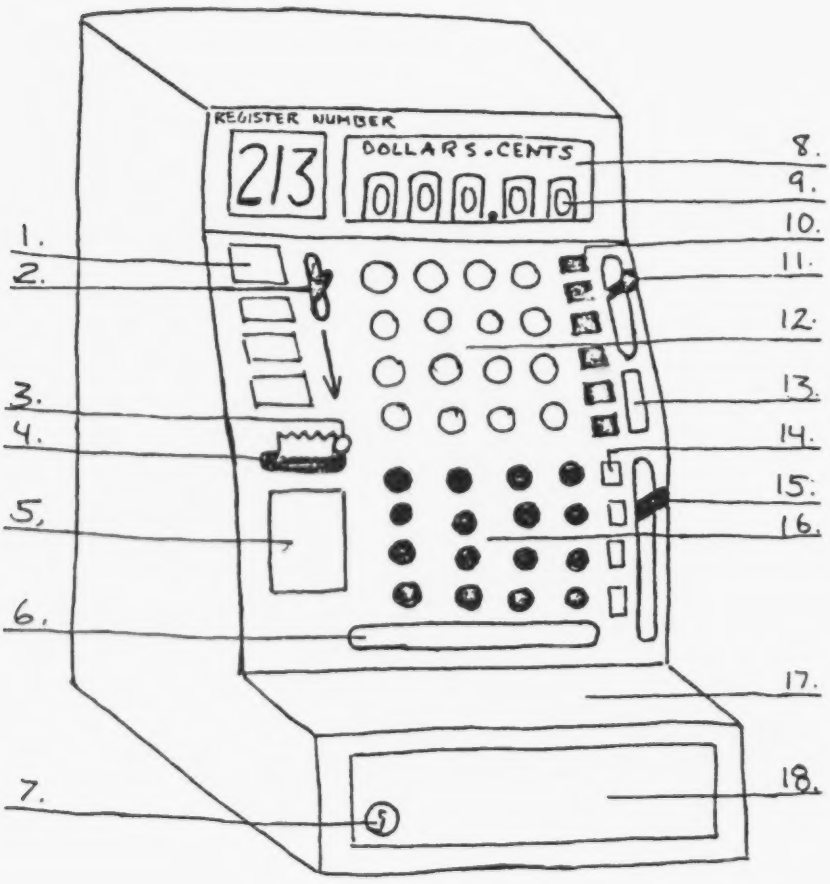
Located beneath the receipt and printing table is the detail window for viewing the detail tape.

Detail Tape

The detail tape is not fed out of the cash register. It contains each transaction of the transaction of the entire day. It records each time the register drawer is opened.

ACTIVITY 5:

Directions: Label each part of the cash register.



POSTTEST:

Directions: Set up a bank, ring up checks, make change, and close register. The instructor will assess the student's skill.

SOURCES:

FOOD PREPARATION STUDENT LEARNING PLAN. Dallas Independent School District. Harper and Row, Publishers, Inc. New York, New York. 1975.

CASHIERING FOOD SERVICE CAREER EDUCATION SERIES. Cahners Books. Boston, Massachusetts. 1974.

Lehrman, Lewis, DINING ROOM SERVICE. ITT Educational Services, Inc. New York, New York. 1971.

PRETEST: **KEY**

1.

twenty	ten	five	one
$	$	$ $10	$ $22
.25 $10	.10 $5	.05 $2	.01 $1

2. Instructor's satisfaction

   a. 1 - $5; 4 - $1; 1 - .05

   b. 1 - $10; 4 - $1; 2 - .25; 1 - .10

3.
1. department keys
2. receipt table
3. detail window/taspe
4. transaction window
5. drawer lock
6. window
7. cashier's key
8. read row panel
9. silver bar
10. clear lever
11. register lock
12. motor bar
13. slip key
14. amount keys
15. slab or ledge
16. drawer

4. Instructor's satisfaction

Ring Up Transaction Checklist

		Yes	No
a.	bank set up	---	---
b.	greets customer	---	---
c.	checks bill	---	---
d.	states total	---	---
e.	accepts cash	---	---
f.	places cash on slab	---	---
g.	counts change from drawer	---	---
h.	counts change back to customer	---	---
i.	gives fewest coins and bills	---	---
j.	says good-bye	---	---

5. Instructor's satisfaction

ACTIVITY 1:

1.

twenty	ten	five	one
$	$	$ $10	$ $22
.25 $10	.10 $5	.05 $2	.01 $1

ACTIVITY 2:

1. a. one; one-dollar bill
   two; pennies

   b. one; ten-dollar bill
   two; one-dollar bills
   two; quarters
   one; penny

ACTIVITY 3:

1. ringing up an incorrect amount on the cash register

2. incorrect amount
   date
   signature or initial of cashier

3. to accurately account for all transactions made during the day

ACTIVITY 4:

1. $137.53
2. $ 25.53
3. $111.00
4. $137.53
5. $137.53
6. $ 62.53
7. $ 62.53
8. $ 62.53
9. $137.53

62

ACTIVITY 5:

1. department keys
2. receipt table
3. detail window/detail tape
4. transaction window
5. drawer lock
6. window
7. cashier's key
8. read row panel
9. silver bar
10. clear lever
11. register lock
12. motor bar
13. slip key
14. amount keys
15. slab or ledge
16. drawer

POSTTEST:

100% accuracy from "Operates Cash Register Checklist"

Operates Cash Register Checklist

	Yes	No
a. knows cashier duties	---	---
b. opens bank	---	---
c. sets up bank	---	---
d. rings up check	---	---
e. counts change	---	---
f. corrects voids	---	---
g. closes register	---	---
h. determines total receipts	---	---
i. determines money taken in	---	---
j. recognizes parts of register	---	---

HOST/HOSTESS . . . . . S4.4 ASSISTS WITH EMPLOYEE MANAGEMENT DUTIES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL(S):

Assists with employee management duties

TERMINAL PERFORMANCE OBJECTIVE(S):

Given a paper and pencil test, the student will know employee management duties, including supervising side work and dining room operation.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil

PRETEST:

Directions: Answer the following questions.

1. The host/hostess must have a total awareness and control of the front of the house operation.

   a. true
   b. false

2. Work schedules are predetermined, the host/hostess never alters what the managers have done.

   a. true
   b. false

3. A common waiter/waitress station for breakfast contains approximately 20 guests.

   a. true
   b. false

4. The host/hostess must supervise side work.

   a. true
   b. false

5. General cleaning duties should be rotated among all the staff.

   a. true
   b. false

6. The host/hostess assigns guests to the waiter/waitress stations by first filling up one station and then moving on to the next station.

   a. true
   b. false

7. When the rush is over, the host/hostess can leave the floor for the evening.

   a. true
   b. false

8. The timing of each table is the responsibility of the waiter/waitress but the host/hostess must oversee this aspect of dining room service.

   a. true
   b. false

9. The host/hostess will keep the kitchen staff informed about general customer counts and flow of guests.

   a. true
   b. false

10. The closing duties for the waiter/waitress and the host/hostess are just the same.

   a. true
   b. false

CONTENTS:

Directions: Read the following information.

The host/hostess has three important management functions: (1) supervising employees (2) scheduling, and (3) maintaining quality, consistent service.

Scheduling

Since the host/hostess is in charge of the service staff, it is essential that they have a total awareness and control of the front of the house. They need to arrive at work at least fifteen minutes to half-hour early to properly plan.

They should check the work schedule of the waiter/waitress and bus personnel to be sure that enough staff are available.

The total number of reservations should be checked. The host/hostess should determine if the staff is sufficient to cover open business and reservations. The front of the house supervisor should be consulted if more will be needed.

The waiter/waitress assignments should be made for each station. Each waiter/waitress station should contain no more than five to eight tables or 20 to 24 guests for breakfast and lunch service and 18 to 20 guests per waiter/waitress for dinner service.

Supervising Sidework

Sidework includes housekeeping chores that will insure that every aspect of the restaurant is clean and sparkling. It also includes a perfect organization of the station and work area so that it is organized and efficient. The importance of sidework duties cannot be over emphsized. The host/hostess should make up a checklist of side duties and post it for waiters/waitresses to follow. General cleaning duties should be rotated among all the front of the house staff.

Checklists should include many of the following items: folding napkins; clean ashtrays; clean serving trays; check cleanliness of silverware; clean and fill condiment bottles; fill, unplug, and wipe down salt and pepper shakers; clean menus; clean table tents; arrange centerpieces; keep booths and chairs wiped off and free of crumbs; do floor maintenance; sweep floor; pick up food, paper, crackers from floor.

Additionally, the host/hostess will check and make sure that each station is well stocked. Each restaurant will vary in what is kept and how much is kept at each waitress's station. It is important that the correct items are located in the correct place before each shift starts. The host/hostess must tell the waiter/waitress where supplies can be replenished. Proper planning helps to eliminate wasted time and motion.

Rotating Work Load

The host/hostess will need to rotate the new customers from one waitress station to another so that a waiter/waitress won't have two or three new tables at one time. By rotating the customers, it will be easier for the waiter/waitress to give each guest the service they deserve.

The host/hostess must be aware of the timing on each table. It is their responsibility to oversee when guests get water, beverages, food, dessert, and the check. If some tables are not getting the service they need, the host/hostess must make changes to speed up the service and meet the needs of the guests.

Large groups of guests pose special concerns for the host/hostess. Tables must be arranged and positioned in an appropriate manner for the large group size. Many restaurants have a special room set aside just for large groups. The host/hostess will need to make all the special service assignments for these groups.

Relating to Staff

The host/hostess must maintain a good working relationship with the service staff and the kitchen staff. They must know all menu changes and communicate these changes to the service personnel. The host/hostess must keep the kitchen staff informed about customer counts. The kitchen staff will tell the host/hostess about limited quantities of food items and about special items.

Closing Duties

The host/hostess is the last person to leave the dining room. They stay until the last guest has left. All front-of-the-house personnel will check with the host/hostess before closing and leaving the dining room floor. The host/hostess must check all stations to make sure all side work and closing duties have been done before excusing the service personnnel.

POSTTEST:

Directions: Answer the following questions.

1. The host/hostess must have a total awareness and control of the front of the house operation.

   a. true
   b. false

2. Work schedules are predetermined, the host/hostess never alters what the managers have done.

   a. true
   b. false

3. A common waiter/waitress station for breakfast contains approximately 20 guests.

   a. true
   b. false

4. The host/hostess must supervise side work.

   a. true
   b. false

5. General cleaning duties should be rotated among all the staff.

   a. true
   b. false

6. The host/hostess assigns guests to the waiter/waitress stations by first filling up one station and then moving on to the next station.

   a. true
   b. false

7. When the rush is over the host/hostess can leave the floor for the evening.

   a. true
   b. false

8. The timing of each table is the responsibility of the waiter/waitress but the host/hostess must oversee this aspect of dining room service.

   a. true
   b. false

9. The host/hostess will keep the kitchen staff informed about general customer counts and flow of guests.

   a. true
   b. false

10. The closing duties for the waiter/waitress and the host/hostess are just the same.

   a. true
   b. false

SOURCES:

Elliott, Travis. FOOD SERVICE MANAGEMENT. New University Education. Chicago, Illinois. 1970.

Splaver, Bernard R. SUCCESSFUL CATERING. CBI Publishing Company, Inc. Boston, Massachusetts. 1982.

Thorner, Marvin Edward. CONVENIENCE AND FAST FOOD HANDBOOK. The AUI Publishing Company, Inc. Westport, Connecticut. 1973.

PRETEST AND POSTTEST: **KEY**

1. a
2. b
3. a
4. a
5. a
6. b
7. b
8. a
9. a
10. b

WORKING CHEF/SOUS CHEF . . . P5.3 PREPARES HOT AND COLD SAUCES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL (S):

Prepares hot and cold sauces

TERMINAL PERFORMANCE OBJECTIVE (S):

Given a standardized recipe, student will be able to prepare hot and cold sauces to meet requirements of the recipe as evidenced by an average of "3" or better on performanace rating sheet.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Onion
4. Celery
5. Carrots
6. Butter
7. Flour
8. Stock
9. Tomato paste
10. Bay leaf
11. Salt
12. Pepper
13. Eggs
14. Lemon juice
15. Cayenne pepper
16. Bowl
17. Wire whip
18. Sauce pot
19. China cap
20. Ladle
21. French knife

PRETEST:

Directions: Answer the following questions and perform the following skill activity.

Match the sauces on the right with the category on the left.

1. hot sauces	a. brown sauce
2. cold sauces	b. bechamel
	c. sweet sauces
	d. hollandaise
	e. veloute

3. What kind of roux is used for brown sauce?

4. What's the main difference between veloute and bechamel sauces?

5. Prepare a hollandaise sauce. Ask your instructor to check your skills.

CONTENTS:

Directions: Read the following information.

Sauces

A sauce is a fluid (not liquid) dressing for meat, poultry, fish, and desserts. Sauces add flavor and appearance to the food they accompany. They may also add nutritional value.

A sauce may contrast with the food in flavor, color, and consistency. It should not, however, prevail over the food with which it is associated. It should complement and enhance the food it accompanies.

In most cases a sauce should be of proper consistency to flow readily and provide a coating for the food but not thick or heavy enough to saturate the food or cause difficulty in digestion.

A standard portion of a sauce is two ounces; however, this may vary.

Choice of the right sauce for a particular food deserves careful thought. Sauces may add substantially to food cost and increase preparation and service labor. It is desirable, therefore, to use sauces only when they justify their cost by the degree to which they enhance the quality of the foods with which they are served.

Types of Sauces

There are thousands of sauces varying in name and ingredients. However, they all fall into two basic categories: hot sauces and cold sauces. Most fine hot sauces are made from a reduction of either a brown or a white stock. Hot sauces include, but are not limited to, brown sauce, veloute sauce, and bechamel sauce. Cold sauces are usually used at room temperature (to 40 degrees) and therefore, should not be made in large quantities but only in amounts that will be used in a service period of 4 to 6 hours. Cold sauces include, but are not limited to, hollandaise sauce, bearnaise sauce, vanilla sauce, and mayonnaise.

ACTIVITY 1:

Directions: Answer the following questions.

1. What is the purpose of a sauce?

2. Match the sauces on the right with the category on the left.

1. hot sauces	a. mayonnaise
2. cold sauces	b. brown
	c. veloute
	d. hollandaise

Hot Sauces - Brown Sauce

Most of the fine hot sauces will use a reduction of either a brown or a white stock combined with a thickening agent or roux.

Roux is a cooked mixture of a starch such as all-purpose flour, combined with a fat such as butter, margarine, shortening, chicken fat, oil, or rendered meat drippings. Roux may be pale or light for use in light or white sauce or cooked to a nut-brown color for preparing brown sauces.

Preparation of a brown sauce begins by using a reduction of high quality stock brought to a boil. Then, a cooled brown roux is added and blended immediately into the sauce with a spatula or whisk. The heat is lowered to a simmer. Red wine and a small amount of tomato paste are added. At this point the sauce should have good color and aroma and be slightly thin because of the wine. To finish the sauce, a small amount of roux or white stock should be added and then seasoned to taste. Next, the sauce should be strained through a fine china cap into a clean sauce pot and then held in a bain marie covered with plastic film until service. The plastic film will keep a heavy skin from developing on the surface of the sauce.

Hot sauces - Veloute (or white sauce) These sauces are produced by reductions of different white or poultry stocks combined with a blonde roux and usually white wines. Veloute sauce does not contain any milk or cream. It serves as a base for many delicious sauces.

Hot sauces - Bechamel (or cream sauce) Bechamel sauce is made with a very thin white stock or even water and a blonde roux with cream (never milk) added at the completion of the sauce. The cream should never be boiled. Boiling causes the cream to break or separate, which results in an inconsistent sauce appearance and texture. Usually with white sauces, white pepper is used in small amounts rather than black pepper and the general seasoning of these sauces is on the light side as not to create an over-powering flavor. Care must be taken when adding cold liquid to hot roux. To avoid lumping, gradually add the ingredients and stir vigorously. The proportion of starch to fat produces sauces of different thicknesses. A thick sauce will use more starch than a thin sauce. Bechamel is used with all types of vegetables and creamed dishes, including soups, fish, poultry,

dairy, and macaroni products.

ACTIVITY 2:

Directions: Answer the following questions.

1. What kind of roux is used for brown sauce?

2. What is another name for white sauce?

3. What's the main difference between veloute and bechamel sauces?

Cold Sauces - Hollandaise

Hollandaise is a sauce thickened with eggs. An important aspect in its preparation is the cooking of the egg yolks in a way that promotes their taking up and holding the butter. Hollandaise must be handled with extreme caution. The egg yolks must be cooked very slowly and never allowed to reach simmering temperature. Higher temperature causes the egg yolk to become hard and granular and to separate from the butter (or curdle).

The temperature at which hollandaise is held (not over 180 degrees F.) is a natural and prolific breeding ground for bacteria which thrive and multiply best under these conditions. These sauces should be made only in very small quantities and should not be held over from one meal to another.

Stainless steel cookware must be used for preparation of hollandaise sauce, as aluminum discolors eggs.

Hollandaise is a favorite topping for fish, vegetables, and eggs.

Cold Sauces - Mayonnaise

Mayonnaise is another mixture thickened with eggs. While

excellent commercial mayonnaises may be purchased, it is still important to be able to prepare a batch from scratch. A quality mayonnaise will stand up well and not separate. To begin, all ingredients should be at room temperature. Fresh egg yolks are better able to hold fats and therefore, are superior to dry, aged, or frozen eggs. Rapid and thorough beating of the eggs and oils in the beginning steps is one of the most important factors in producing the initial emulsion. Oil must be added slowly in the beginning and in small quantities. Care must be taken to prevent separation. Separation may occur if oil is added too fast, if oil is added in too large a volume at one time, if rapid beating is not used in the beginning, and if ingredients are not at room temperature.

Cold Sauces - Sweet Sauces

The hard sauce commonly served with cream pudding and mince pie is made by blending butter, sugar, and flavoring. The butter is creamed until soft, and sifted confectioners sugar is beaten into it until the desired consistency is attained. The sauce may be made stiff enough to hold a sharp form when pressed through a pastry tip, or softened with cream, rum, or wine until it can be spooned easily.

Flavored syrups of sugar and water serve as a foundation for numerous sauces. Acid, such as lemon juice, or cream of tartar, or corn syrup, may be used in them to inhibit the formation of sugar crystals. They are cooked to the degree that produces the thickness or body desired. Milk or cream may be used in making the syrup and it may be thickened lightly with starch to give it body and creaminess.

ACTIVITY 3:

Directions: Answer the following questions.

1. What may cause hollandaise sauce to curdle?

2. What may cause mayonnaise to separate?

POSTTEST:

Directions: Prepare sauce. Then, complete "Sauce Performance Rating Sheet."

Sauce Performance Rating Sheet

After completing the sauce preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale:

excellent.....poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	column #1	#2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses handtool techniques		
10. prepreps ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		

5. makes sound decisions	
6. shows dependability	
7. cooperates with others	
8. contributes to a team effort	

Product Performance

1. smooth - velvety texture	
2. light - yet not liquid	
3. glossy	
4. decided in taste	
5. uniform consistency	
6. proper storage for intended use	

Average Rating

SOURCES:

Escoffier, A. THE ESCOFFIER COOK BOOK. Crown Publishers, Inc. New York, New York. 1976.

Kotscheuar, Lendal H. QUANTITY FOOD PRODUCTION. Cahners Books. Boston, Massachusetts. 1966.

THE PROFESSIONAL CHEF. Cahners Books. Boston, Massachusetts. 1974.

Terrell, Margaret E. PROFESSIONAL FOOD PREPARATION. John Wiley and Sons, Inc. New York, New York. 1971.

PRETEST: **KEY**

1. a, b, e
2. c, d
3. nut-brown color
4. veloute sauce does not contain milk or cream
5. instructor's satisfaction

Hollandaise Checklist

		Yes	No
a.	assembles ingredients and supplies	---	---
b.	uses sanitation techniques	---	---
c.	breaks and separates eggs	---	---
d.	whips	---	---
e.	uses double boiler	---	---
f.	does not overheat	---	---
g.	serves within 1 1/2 hour	---	---
h.	cleans work area	---	---
i.	shows pride in work	---	---
j.	produces smooth, consistent product	---	---

ACTIVITY 1:

1. add flavor, moistness, and nutrition to food product
2. b, c
3. a, d

ACTIVITY 2:

1. nut-brown
2. veloute
3. veloute does not contain milk or cream

ACTIVITY 3:

1. high temperature
2. adding oil too fast; adding too much oil; not beating rapidly; ingredients not at room temperature

POSTTEST:

Average of "3" or better on "Sauce Performance Rating Sheet."

WORKING CHEF/SOUS CHEF . . . . .

P5.4
PREPARES BASIC BAKERY PRODUCTS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL (S):

Prepares pies, yeast breads, and icings.

TERMINAL PERFORMANCE OBJECTIVE (S):

Given standardized recipes, student will be able to prepare pies, yeast breads, and icings to meet requirements of the recipes as evidenced by an average of "3" or better on each performance rating sheet.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Pastry flour
4. Hydrogenated shortening
5. Salt
6. Sugar
7. Apples
8. Lemon juice
9. Nutmeg
10. Cinnamon
11. Cornstarch
12. Butter
13. Frozen yeast bread product
14. Parchment paper
15. Powdered sugar
16. Eggs
17. Cream of tarter
18. Mixer
19. Sheet pans
20. Cake
21. Pie plates
22. Bowl
23. Scale

PRETEST

Directions: Answer the following questions and perform the following skill activities.

1. What's the most common cause of tough pie crust?

2. What does the term to "cut-in" mean as it relates to pie crust preparation?

3. What causes fruit pies to boil out?

4. What three conditions does yeast need to have to develop gluten strands?

5. Can yeast be killed? If so, how?

6. Prepare an apple pie. Ask your instructor to check your skills.

7. Prepare a frozen yeast bread bake-off product. Ask your instructor to check your skills.

8. Prepare a butter cream and a royal icing. Ice a cake. Decorate with royal icing. Ask your instructor to check your skills.

CONTENTS:

Directions: Read the following information.

Pies

Pie is one of the most popular desserts on American menus today. It is considered to be one of the few culinary items to be created and developed in America. Pies may be one-crust or two-crust varieties being baked before filling or during the time the filling is baked. Ingredients for pie doughs include flour, salt, water and shortening. Although the ingredients for pie doughs are the same, variations in the methods used to combine ingredients and the amounts of ingredients provide a variety of textures in the final dough product.

Pie Dough Types

Pie dough types include mealy, short flake and long flake. The degree to which the fat is allowed to coat the gluten in the flour will determine the amount of flakiness for each dough type. When the gluten is free from a fat coating, it is able to absorb water and connect with other gluten, thus creating a flaky texture. The mealy crust allows the least amount of water to be absorbed by the flour because the flour and shortening are combined until the shortening completely coats the flour. The short flake crust, which is the most common type used, allows the flour to absorb a slightly larger amount of water thus letting gluten strands to form and creating a more flaky texture. The long flake crust allows even more water to be absorbed by the flour because the shortening is mixed in very slightly and may be left in fairly large chunks. The mealy and short flake crusts are handled the same after mixing. They are securely wrapped and chilled in the refrigerator for about 45 minutes or until they are firm enough to handle and roll with ease. The long flake must be chilled for several hours to ensure that it will not be soft and difficult to roll out.

The amount of each ingredient and the method used for combining ingredients determines the flakiness and tenderness of the pie dough. The flour should not have too high a gluten content because it will absorb water too quickly causing the dough to become tough. Too low a gluten content will slow the absorbtion of water, making the dough sticky and wet. The flour used for pie crusts should be sifted to allow incorporation of air into the packed flour and removal of lumps which would not absorb water readily. Over handling the dough causes tough products.

ACTIVITY 1:

Directions: Answer the following questions.

1. What determines the flakiness and tenderness of a pie dough?

2. Match the pie dough types on the right with the characteristics on the left.

a. Shortening mixed very slightly; left in fairly large chunks	1. mealy
b. least amount of water is absorbed when flour and shortening all combined	2. short flake
c. most common type of pie dough	3. long flake

Pie Dough Ingredients

A variety of shortenings are available for use in pie doughs. The use of hydrogenated shortening, lard, and butter give dough different textures. Use of a high-quality lard will provide a good pie dough but may add an objectionable flavor. Hydrogenated shortening is the fat most commonly used because it has no taste and is easily combined with flour. If butter is used to add flavor, it is suggested that it be blended with hydrogenated shortening at the ratio of 1:3. The use of butter in doughs is expensive and many times the added flavor of the dough is masked by the filling flavor.

The liquid used may be water or milk, depending on the formula used. Milk produces a richer dough and a better color crust. If water or milk is used, it should be cold to keep the fat particles hard and the dough from getting soft.

The salt adds flavor to all doughs and should be dissolved in the liquid to provide even distribution throughout the dough. If the salt is mixed into solid form it may produce burnt spots in the baked crust.

ACTIVITY 2:

Directions: Answer the following questions.

1. What type of shortening is most commonly used for pie dough? Why?

2. How should liquids be added to pie doughs?

3. What may cause burnt spots in baked crusts?

Mixing Pie Dough Ingredients

Problems in pie dough products generally arise when the dough is being mixed. The steps to preparing the dough begin with sifting the flour into a large bowl. Shortening or fat is added and cut-in or rubbed into the flour. Remember, the degree to which the flour is combined with the shortening determines the amount of water absorption by the flour. For a mealy crust, mix the flour and shortening thoroughly. For a flakier crust, mix the flour and shortening until it is crumbly and looks like small peas. The most common mistake in preparing doughs happens at this point. If the dough appears to be too sticky, additional flour is added or if the dough to too dry, extra water may be added. This will result in a tough dough. Remember, the dough should be mixed just until the moisture is absorbed by the flour.

After the dough is mixed, it is covered and refrigerated until firm. When the dough becomes firm it is scaled into eight ounce units ready to be rolled out. To roll the dough out, gently dust a bench or pastry canvas with the flour used in the dough. After rolling the bottom and top crust out, any scraps left can be pressed together and should only be used for a bottom crust.

ACTIVITY 3:

Directions: Answer the following questions.

1. What causes tough, undesirable pie crusts?

2. Should left over crust scraps be discarded?

Pie Dough Fillings

Fillings for pies need to meet high standards in preparation just as pie doughs do. Fillings for pies generally are divided

into four types: fruit fillings, cream fillings, chiffon fillings, and soft fillings. A fifth category of specialty pies would include such fillings as ice cream and rum-flavored fruit fillings, but these are not included in the group known as the common pie.

Fruit fillings are the most popular pie fillings. The fruit may be frozen, dried, fresh, or canned and each must be prepared differently. The formula used should identify which form of fruit will be used. Fresh fruit is used for pie filling when it is in season. At this time, the fruit will be firm, ripe, and inexpensive. How the fruit is sliced and combined with other ingredients will depend on the type of fruit used and condition (overripe, ripe, slightly green) of the fruit. Dried fruits, although less popular, are sometimes used for pie fillings. Since fruits such as raisins, dried apricots, and dried apples have most of their natural liquid removed, they must be soaked in water to restore their natural moistness. Sometimes the fruit and water may be boiled and allowed to soak for a short period to restore moisture and cause the fruit to become soft and plump. After the fruit has been allowed to soak, the liquid is drained off, thickened, flavored, and poured back over the fruit. The most common fruit form used in pie fillings today are frozen fruits. Frozen fruit must be defrosted before being used in a pie filling. To defrost, place the unopened can of frozen fruit in the refrigerator for approximately one day. After the fruit has thawed, it is drained off, the liquid is thickened, flavored and poured back over the fruit. If the fruit is not completely defrosted before the liquid is thickened, it will bleed (continue to release juice) and cause the liquid to separate. Because of year-round availability and easy storage, canned fruit is often used in pie fillings. Canned fruits are available in both solid pack and water or syrup pack. The water or syrup pack contains more juice and sugar and less fruit than the solid pack. Because better results are obtained when sugar is added after the fruit liquid is thickened, it may be more advantageous to use solid pack which contains less sugar. To prevent boiled out baked fruit pies, make air holes in the top crust and seal the top to the bottom crust.

Cream fillings are simple to prepare although care must be taken to assure a smooth, rich, full-flavored filling. Common mistakes include undercooking the flour or starch, causing a lumpy and less appealing pie filling. After preparing the filling, it is placed in a prebaked pie shell and topped with meringue or some other type of cream topping. Popular cream pies include banana, chocolate, coconut, butterscotch, and vanilla.

Chiffon fillings are extremely light, fluffy, and airy pie fillings. It is prepared by folding a cream or fruit pie filling into a meringue. Usually, a small amount of gelatin is blended into the cream or fruit filling to help the chiffon set up when cooled. Chiffon pies are popular because their light and airy texture tends to be less filling for people.

Soft fillings are uncooked and baked in an unbaked pie shell. These pies are the most difficult to make because of the chance of over or underbaking either the crust or the filling. There are many different formulas for making soft fillings, so it is difficult to identify problems that may develop when the pie is baked.

ACTIVITY 4:

Directions: Answer the following questions.

1. Why are dried fruits soaked in water?

2. What happens if frozen fruits are not completely thawed before they are thickened for a fruit pie filling?

3. What is the difference between canned fruit that is solid packed and canned fruit packed in liquid or syrup?

4. Why is it more advantageous to use solid packed canned fruit?

5. What principle should be followed to make sure a cream pie will be flavorful and smooth?

6. Which type of filling is not baked?

7. What is a chiffon filling?

8. Why are soft filling pies the most difficult to make?

Thickening Agents

Thickening agents used in pie fillings include starches and flours. Starches are used more often than flour because they do not discolor or become heavy and tend to produce a better sheen. Example of starches include corn, tapicoa, rice, or a blended product called modified starch. Modified starch is a blend of four starches and is becoming popular because it holds a sheen longer when the filling is refrigerated. Other starches cloud up quickly when the filling is refrigerated.

The desired amount of jelling quality of the starch and the acidity of the juice being thickened determines the amount of starch used. More thickener is needed for fruits high in acid. Flour and starch added to filling should be diluted in cold water or juice before being poured into boiling liquid. When adding the diluted mixture to the boiling liquid, vigorously whip the diluted mixture to avoid lumps and scorching. Pre-gelatinized starch is a newly developed starch which thickens without

cooking. These react quickly without heat because the starch has been pre-cooked and does not require additional heat to become gelatinized. The manufacturer provides instructions for use with this type of product.

ACTIVITY 5:

Directions: Answer the following questions.

1. Why are starches used as a thickener more often than flours?
2. Why is modified starch becoming more popular in filling preparation?
3. What two characteristics determine the amount of starch used in making a pie filling?
4. What is pre-gelatinized starch?

Yeast Products

Breads may be divided into two major categories, depending on the type of leavening agent used to create their porous, light texture. Quick breads, which are discussed separately, are leavened with either air, steam, baking soda, baking powder, or a combination of these. Yeast breads share the similarity of being slowly leavened by the action of yeast. Yeast is a living organism. When given the correct atmosphere of heat, moisture, and proper nutrients, yeast begins to produce carbon dioxide. As the carbon dioxide is released, it becomes caught between the gluten strands developed by the moistened flour and gives the bread a light and porous texture. When the gluten strands are baked, they become rigid and maintain their porous structure even after the bread is removed from the oven.

Using Yeast

Yeast breads include breads, rolls and simple coffee cakes. The most common type of yeast used in making these products is called "baker's" yeast. Baker's yeast is available in fresh compressed cakes, dry cakes, dry grains, and vacuum-packed "saf-instant." Fresh compressed yeast should be used quickly so as not to lose its potency. Dry and fresh yeast are best kept when stored in a refrigerator. Dried yeast should be kept in a sealed can so as not to absorb water from the air in the refrigerator. Vacuum packed "saf-instant" is widely used because it is easy to store and stays fresh. Adding salt directly to the yeast when you are dissolving it will retard the yeast's growth and increase the time needed for proofing. Sweet breads need more yeast because the extra amount of sugar slows down the action of the yeast. In

very warm weather, it is desirable to use ice water in the preparation of the yeast doughs to retard the fermentation of the yeast.

ACTIVITY 6:

Directions: Answer the following questions.

1. What is the major difference between quick breads and yeast breads?

    a. the amount of flour used
    b. the method of baking the final product
    c. the type of leavening agent used
    d. the amount of sugar used

2. What three conditions must be present in order for yeast to begin to produce carbon dioxide?

    a. heat, moisture, and nutrients
    b. moisture, light, and heat
    c. heat, moisture, and salt
    d. moisture, nutrients, and kneading

Bread Preparation Steps

Following principles of preparation for yeast breads will assure a high-quality product. Ingredients basic to all yeast breads, although varying with the type of bread, are flour, salt, yeast, and a liquid. Added ingredients of sugar, eggs, and shortening are used to produce sweet, rich yeast bread products. Kneaded yeast breads will have a lower liquid content than batter-type yeast breads.

The principles (steps) to follow in preparing yeast breads outline the basic operations in making yeast bread. The development of gluten to the desired point is accomplished by kneading. Kneading is the process of manipulating the dough with your hands. Its purpose is to create the gluten meshwork that captures the gas produced by the leavening action of the yeast. When products are not sufficiently kneaded, the gas cannot be contained and the resulting bread will be heavy, with little volume. Generally, five to eight minutes of kneading provides ample time for the gluten to be developed and the dough to become smooth and elastic. Mixing is the combining of ingredients in their correct sequence while developing the gluten to its potential. During the fermentation phase of yeast bread preparation, the dough is allowed to rest and ferment at its ideal temperature. Be sure to keep the dough out of drafts at this time. When the dough has risen enough, about double in bulk, it is punched down. To test if the dough is ready to be punched, insert a finger in the dough up to the knuckle and see if the mark slowly closes in the dough. If it does, the

dough is ready to be punched. Continue punching the dough for approximately three minutes and then turn it inside out. The dough is now scaled (divided) into uniform weights, rounded into a ball to produce a uniform product and allowed to rest for about ten minutes to relax the gluten and make it easier to handle. After ten minutes the dough is molded into the desired shape and panned by placing it on a greased pan, seam side down. The dough is then placed in a proof box for proofing. The proof box is heated and provides humidity to keep the dough moist. The dough is proofed until it has doubled in size. This is called full proof. Finally, the dough is baked. The time necessary for baking the dough is determined by the size of the bread, the ingredients used and the desired color of doneness.

ACTIVITY 7:

Directions: Match the definition on the left with the term on the right.

1. Dough is placed in a warm place until it rises
2. To divide into uniform weights
3. To manipulate the dough to create the gluten meshwork
4. The dough is shaped and panned by placing it on a greased pan
5. Combining of ingredients in their correct sequence
6. To brown until golden
7. To press the dough after it has risen.
8. During this phase of the preparation the dough is allowed to rest and ferment to its ideal temperature
9. To shape into a ball to produce a uniform product

a. kneading
b. mixing
c. fermentation
d. punching down
e. scaled
f. rounding
g. molding
h. panning
i. proofing
j. baking

Quality Bread Criteria

Many restaurants are using frozen dough products to conserve time needed to prepare yeast breads. Frozen bake off dough products are available in loaf and roll forms. These products are prepared to the resting stage after the bread is punched down. The steps for using frozen dough products include molding, panning, proofing and baking.

The quality of the yeast bread product will ensure that your customers come back for further dining. Characteristics of both the inside and outside of yeast breads and rolls determine quality of the product. Characteristics include a well-proportioned symmetrical shape that has a well-rounded top; a size that is large but not airy in proportion to the weight of the bread; a color that is even, rich, and golden brown and a tender; crisp crust that has even thickness and is free from cracks. Inside characteristics include: a creamy white color that is free from streaks, a fine grain that has thin-walled cells evenly distributed; a tender, soft texture that is slightly moist; and a flavor that is wheaty, sweet, or nutty. Careful consideration of the principles of yeast bread preparation will assure your products match these criteria.

ACTIVITY 8:

Directions: Answer the following questions.

1. What steps in preparation are needed for frozen yeast dough products?

2. List three characteristics of yeast bread products that meet high quality for both inside and outside of the products.

Icings

A variety of icings may be applied to cakes to add flavor, enhance appearance and give moistness to the finished product. Icings and their variations are grouped into five categories. These categories contain cooked and uncooked icings. Cooked icings include fondants and boiled icings. Uncooked icings include powered sugar icings, simple icings, glazes and royal icings.

Cooked Icings

Fondants are water-sugar mixtures which have been cooked and cooled before being allowed to form tiny crystals. These icings harden when exposed to air. The crystals give fondants a smooth and creamy texture. Fondants are used as a base for many icings or may be used alone as an icing for smaller cakes such as petit fours. An example of a fondant icing is fudge icing.

Ingredients in boiled icings include sugar, water, and cream of tarter. These are boiled and then poured over beaten egg whites. To create a crystalline mass stiff enough to spread, the syrup mixture is vigorously beaten as it is added to the egg whites. The stiffness of these icings also depends on the ratio of eggs to syrup, the temperature to which the syrup is cooked, and the temperature of the frosting. A marshmallow frosting can be made by adding confectioner's sugar or gelatin.

Uncooked Icings

Powered sugar icings (also known as butter cream icings) are rich, smooth, and fluffy icings that have a mellow flavor. Ingredients include powdered sugar, butter, margarine or shortening, eggs, flavorings and other ingredients. Lightness in the icing may be created by beaten egg whites or a high degree of creaming between the fat and sugar ingredients.

Simple icings are smooth mixtures made from powdered sugar, liquid (either water or milk), and flavorings. These ingredients are mixed to a smooth, thick paste before being warmed slightly to spread on breakfast rolls or Danish pastries. Simple icings may also be poured over cakes to create a brittle coating. Variations of simple icings containing fat will prevent the bread products from drying out and prolong shelf-life.

Glazes are heavy syrups made from water and sugar. It may be poured over cakes and broiled lightly in the oven, poured over a hot cake, becoming firm as it cools and sealing the cake, or thickened with a waxy maize and poured over a fruit topping to make it glossy and more appealing. Sometimes, a glaze may contain gelatin. Glazes give shine when they are brushed or dripped on products.

Decorator's or royal icings are too thick to spread but are easily shaped to form ornamental work on cakes. Because of this, they are a very stiff icing. These icings are made from egg whites, confectioner's sugar, cornstarch, flavorings, and cream of tarter or lemon juice.

ACTIVITY 9:

Directions: Answer the following questions.

1. What is the major ingredient in icings?

    a. butter
    b. flavoring
    c. sugar
    d. syrup

2. Which icings use the formation of crystals to create their texture?

a. fondants
b. boiled icings
c. glazes
d. royal icings

3. Which icings become brittle when allowed to dry?

a. glazes
b. boiled icings
c. fondants
d. simple icings

4. What is the difference between a glaze and a simple icing?

a. glazes may contain gelatin
b. simple icings cannot be poured over cakes
c. simple icings are used to form ornamental work on cakes
d. glazes are paste-like and may be spread on breakfast rolls

5. Which icing is used primarily for decorating cakes?

a. glazes
b. royal icings
c. simple icings
d. fondants

6. Which icing is used primarily for frosting cakes before they are decorated?

a. boiled icings
b. powdered sugar icings
c. royal icings
d. glazes

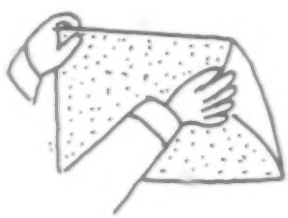
Icing a Cake

The most important procedure for icing a cake is to first check to make sure the consistency of the icing used is correct. Icings that are too thin will run and those too thick may tear the surface of the cake away as the icing is spread. Removing crusts and excess crumbs (by using a damp towel) will prevent the cake from being exposed through the icing. To blend colors, mix a little icing with the color to make an intensely colored icing sample and then use this to color additional icing.

When icing a layer cake, place the first layer top down on a turntable, decorator's wheel, or wax paper. Spread a liberal amount of icing evenly over this layer before placing the second layer on with the right side up. If using a thin icing, spread a liberal amount of icing in the center of the top layer and work out to the sides with a spatula. To prevent the icing from adhering to the metal spatula, dip the spatula into warm water periodically. For thick icing, start by icing the sides of the cake and then spread a liberal amount of icing on the top and work out to the edges with a circular motion.

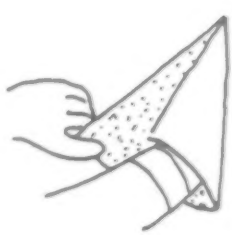
A pastry bag may be used for decorating cakes. They may be made from cloth, plastic, or parchment paper. Paper is inexpensive and allows for easy discarding after use. To make a paper pastry bag follow the directions below.

1. Fold a rectangular piece of paper into a cone shape. (figure A)



A.

2. Keep your right hand inside the cone for control as you shape the tip to the writing size you need. If a metal tip is used, cut about one-half inch from the cone tip and insert the metal tip. (figure B)



B.

3. Fill the bag to about two-thirds full. Try to deposit icing near the tip of the cone and away from the sides to avoid having icing seep out.

4. After filling the cone, fold the end in twice to prevent the icing from coming out the end. (figure C)

5. Apply even pressure as you practice writing. It may be necessary to hold your writing hand steady with your free hand as you practice.

C.

ACTIVITY 10:

Directions: Perform the following skill activities.

1. Make a pastry bag from parchment paper. Prepare a batch of royal icing. Practice writing "Happy Birthday." Your instructor will check your skills.

POSTTEST:

Directions: Prepare apple pie (crust and filling). Then, complete "Apple Pie Performance Rating Sheet."

Apple Pie Performance Rating Sheet

After completing the apple pie preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent.....poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

Food Preparation Performance

		column 1	column 2
1.	assembles equipment and ingredients		
2.	uses personal hygiene		
3.	follows personal safety habits		
4.	uses sanitation techniques		
5.	follows safety procedures		
6.	reads recipe		
7.	follows food terms		
8.	weighs/measures ingredients		
9.	uses handtool techniques		
10.	prepares ingredients		
11.	combines ingredients		
12.	uses stationary equipment		
13.	follows portion control		
14.	processes for services		
15.	processes for storage		
16.	cleans work area (equipment,too)		
17.	returns equipment and supplies		

Personal Performance

1.	works without breakage or waste		
2.	shows pride in work		
3.	manages time		
4.	shows initiative		
5.	makes sound decisions		
6.	shows dependability		
7.	cooperates with others		
8.	contributes to a team effort		

Product Performance

Crust	
1. tender	
2. golden	
3. does not shrink	
4. not soggy	
Filling	
5. even flavor	
6. holds shape	
7. balance between filling & crust	
8. sweet	

average rating

POSTTEST:

Directions: Prepare frozen bake-off yeast bread product. Then, complete "Yeast Bread Performance Rating Sheet."

Yeast Bread Performance Rating Sheet

After completing the yeast bread preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale:

excellent.....poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	column 1	column 2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses handtool techniques		
10. uses stationary equipment: proof box/ovens		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
Outside		
1. symmetrical		
2. not airy		

3.	even color	
4.	tender	
5.	golden brown	
6.	crisp crust	
7.	free from cracks	
	Inside	
8.	creamy white color	
9.	fine grain	
10.	tender	
11.	moist	

average rating

POSTTEST:

Directions: Prepare butter cream icing and royal icing. Then, complete "Icing Performance Rating Sheet."

Icing Performance Rating Sheet

After completing the icing preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale:

excellent.....poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

Food Preparation Performance

	column 1	column 2
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food items		
8. weighs/measures ingredients		
9. uses handtool techniques, pastry bag		
10. combines ingredients		
11. uses stationary equipment		
12. follows portion control		
13. processes for service		
14. processes for storage		
15. cleans work area (equipment, too)		
16. returns equipment and supplies		

Personal Performance

1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		

Product Performance

1. cake smooth	
2. even icing	
3. holds shape	
4. sweet	
5. light	

average rating

SOURCES:

Haines, Robert G. FOOD PREPARATION FOR HOTELS, RESTAURANTS, AND CAFETERIAS. America Technical Society. Chicago, Illinois. 19873.

Kotscheuar, Lendal H. QUANTITY FOOD PRODUCTION. Cahner Books. Boston, Massachusetts. 1974.

PRETEST: **KEY**

1. dough overmixed
2. coat fat with flour; break up fat particles
3. no holes in top crust; not properly sealed
4. heat, moisture, proper nutrients
5. yes. liquid too hot, old yeast, not stored properly

Apple Pie Checklist

		Yes	No
a.	assembles ingredients	---	---
b.	weighs/measures	---	---
c.	scales dough	---	---
d.	cuts in shortening	---	---
e.	rolls out dough	---	---
f.	prepares filling	---	---
g.	combines pie crust and filling	---	---
h.	bakes pie	---	---
i.	return ingredients	---	---
j.	cleans equipment/supplies	---	---

Yeast Bread Checklist

a.	assembles equpment	---	---
b.	reads directions	---	---
c.	proofs	---	---
d.	shapes (if needed)	---	---
e.	bakes	---	---
f.	returns equipment	---	---
g.	cleans area	---	---

Icing Checklist

a.	assembles supplies	---	---
b.	combines butter cream icing	---	---
c.	ices cake	---	---
d.	combines royal icing	---	---
e.	makes pastry bag	---	---
f.	uses royal icing	---	---
g.	cleans area	---	---
h.	returns equipment	---	---

ACTIVITY 1:

1. amount of each ingredient and the method used for combining ingredients

2. a. (3)

   b. (1)
   c. (2)

ACTIVITY 2:

1. hydrogenated
   no taste, easily combines with flour
2. cold
3. not dissolving salt in liquid before mixing and baking

ACTIVITY 3:

1. overmixing and overhandling; too little water; too much flour
2. no, can be used for bottom crust

ACTIVITY 4:

1. to restore natural moistness
2. they will bleed and cause the liquid to separate
3. the water or syrup pack contains more juice and sugar and less fruit than the solid pack.
4. because better results are obtained when sugar is added after the fruit liquid is thickened
5. do not undercook flour or starch
6. soft fillings
7. light, fluffy filling made by folding a cream or fruit pie filling into a meringue
8. because of the chance of over/or under-baking either the crust or the filling

ACTIVITY 5:

1. they do not discolor or become heavy and tend to produce a better sheen
2. holds a sheen longer
3. amount of filling quality and the acidity of the juice
4. a newly developed starch which thickens without cooking

ACTIVITY 6:

1. c
2. a

ACTIVITY 7:

1. i
2. e
3. a
4. g, h
5. b
6. j

7. d
8. c
9. f

ACTIVITY 8:

1. molding, panning, proofing, and baking
2.

inside	outside
a. creamy color	a. well-proportioned
b. fine grain	b. even color
c. tender	c. rounded

ACTIVITY 9:

1. c
2. a
3. d
4. a
5. b
6. b

ACTIVITY 10:

Instructor's satisfaction

POSTTEST:

Completion of "3" or better on each performance rating sheet

WORKING CHEF/SOUS CHEF . . . FABRICATES MEATS

P5.5

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL (S):

Fabricates red meat, poultry, and seafood.

TERMINAL PERFORMANCE OBJECTIVE (S):

Given red meat, poultry, and seafood, student will be able to fabricate meat (portion, trim, utilize, and store) as evidenced by an average of "3" or better on performance rating sheet.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Cutting board
4. Knives
5. Red meat
6. Poultry
7. Seafood
8. Plastic film
9. Specification card
10. Sheet pans

PRETEST:

Directions: Answer the following questions and perform the following skill activity.

1. "Fabricates meat" means to:

   a. grind
   b. cook and serve
   c. cook, freeze, and use before spoils
   d. portion, trim, utilize, and store

2. "Bench trim" means:

   a. to clean meat pieces after trimming
   b. leftover pieces from entreé product
   c. items for tallow company
   d. pieces to be frozen

3. A 2 1/2 to 3 lb. whole chicken will break down into a baked chicken entreé and at least three other pieces for full utilization. List these pieces and their appropriate utilization.

	Item	Use
a.		
b.		
c.		

4. Describe packaging procedures for frozen beef steaks.

5. Fabricate red meat, poultry, and seafood. Your instructor will check your skills.

CONTENTS:

Directions: Read the following information.

To fabricate meat means to portion, trim, utilize, and store red meat, poultry, and seafood. Since the profit picture of any food operation will rise or fall depending on the care exercised in meat fabrication, it is vitally important for the working chef to gain these competencies.

The working chef must know butchering techniques that will yield the largest amount of desired product from various pieces of red meat, poultry, and seafood. Additionally, the working chef must know portion size, trim specifications, storage, rotation, and inventory methods.

Cutting and Trimming

The working chef will cut and trim meat items to house specifications. The written specification sheet or card will contain:

--name of product
--intended use
--size and weight
--grade or quality
--basic unit on which prices are quoted
--size and weight

The meat fabricating station or butcher shop will contain a stainless steel counter with a cutting board, either wood or rubber, and a selection of knives. For efficiency and quality control, use the right knife for the right job.

--use a <u>boning knife</u> for removing red meat from the bone and for removing layers of fat or strips of suet from meat. Use a similar knife for cutting large pieces.
--use a <u>fillet knife</u> for removing fish or chicken from the bone
--use a <u>large slicing knife</u> for carving or slicing large roasted meats

The working chef must know quality standards and cut or fabricate products according to those standards. Judging foods for quality is often a difficult task. Some quality standards can be seen, some can be measured, and others are judgmental, a difficult task. Some examples are listed as follows:

APPEARANCE	MEASUREMENT	JUDGEMENT
color	type	firmness
count	style	tenderness
size	maturity	odor
finish	government stamp	texture
symmetry		

The portion size is another important factor to consider when cutting or trimming meat. The working chef must understand the size cut he/she should make to produce the desired product. Some common portion sizes are listed below:

ITEM	PORTION SIZE
salisbury steak	6 oz.
sirloin strip steak	8 oz
beef stew	8 oz.

The working chef who "cuts just a little extra" is actually giving away the profits of the food service establishment.

ACTIVITY 1:

Directions: Answer the following questions.

1. Define the term "fabricates meat."

From the list of knives on the left, select the best use on the right.

2. boning knife
3. fillet knife

a. carving roast beef
b. removing fish from the bone
c. removing red meat from the bone

Utilization

Maximum utilization of all meat products will increase food profits. The working chef must understand all the various methods for bench trim utilization. "Bench trim" mean the trimmed pieces left from red meat, poultry, and seafood entree products.

Red Meat Utilization

A top sirloin will break down into the following:

--the entrée products
--trimmed fat; rendered into cooking fat or stored for use by a tallow company
--trimmed suet; made into consommés and stocks
--smaller sirloin pieces; used in stew meat or shish kabob
--grinding meat (coarse grain, suet and heavy marbling); used in hamburger, chili, beef soup meat

A roasted meat will yield the following:

--roasted meat entrée
--liquor, roasted fat trimmings, bones, suet, and coarse meat scraps; used in stocks
--better meat scraps; used for stews, soups, or ground for various pastry items

Poultry Utilization

A 2 1/2 to 3 pound whole chicken will break down into the following:

--baked chicken entrée
--backbone and neck; used in soup and stock
--giblets or gizzards; boiled, peeled, and chopped for giblet gravy or dressing
--livers; breaded and deep fried, sauteéd with sherry, onions, and mushrooms, or made into a liver paté
--fat trimmings; rendered and used in rouxs or in patés

Seafood Utilization

A head-on dressed salmon will break down into the following:

--entrée product
--bones, fins, skin, head; used in fish stock
--trimmed meat; used in patés, salads, salmon loaves

ACTIVITY 2:

Directions: Answer the following questions.

1. Define the term "bench."

2. In addition to an entreé from a top sirloin, list three other possible products and their uses.

	Product	Use
a.		
b.		
c.		

STORAGE

Meat is highly perishable and requires refrigeration. Low temperatures retard or kill bacterial action and minimize spoilage.

When cutting or trimming red meat, poultry, or seafood only one product should be handled at one time. For instance, if beef is being fabricated the entire cutting surface and the knives must be cleaned and sanitized before poultry or seafood items are cut. These same sanitation concepts hold true for storage. Red meat must never touch poultry or seafood items during storage. Any possibility of cross contamination must be avoided.

As with other storage rotation, fabricated meats must follow the FIFO (first in first out) policy. Also, when new products enter the coolers or refrigerators, the trays should be cleaned and the racks or shelves wiped down with a sanitizing solution.

Carelessness in handling meats can lead to serious cases of food poisoning. Flavor changes that lead to dissatisfaction with quality as well as decomposition can result in sizable expense to the food operation. Yet, proper packaging and storage limits will result in satisfactory products.

The most common packaging method is plastic film wrapped around each individual item, as it shuts out the air and protects the product. Other methods include: storing in oil, using oil cloth, wax paper, or cryovac. Foil is not a good material for raw meats because it oxidizes.

Storage limits for frozen products held at 0 degrees F. or below are listed as follows:

ITEMS	LENGTH OF STORAGE
beef steaks	12 mo.
lamb chops	12 mo.
stew beef	10 mo.
veal chops and cutlets	10 mo.
pork chops	6 mo.
poultry	6 mo.
lean fish, shrimp	6 mo.

Storage limits for refrigerated products are listed below:

ITEMS AFTER FABRICATION	LENGTH OF STORAGE
red meat (raw)	2-4 days
poultry,seafood (raw) (iced down daily or every 12 hours)	2-3 days
red meat (cooked)	5-6 days
poultry, seafood (cooked)	2-3 days

ACTIVITY 3:

Directions: Answer the following questions.

1. Define the term "FIFO" policy.

2. Describe packaging procedures for frozen beef steaks.

3. State the approximate storage limits for each of the following items:

ITEM	LENGTH OF STORAGE
a. beef steaks (frozen)	
b. raw seafood (refrigerated)	

Directions: Fabricate red meat, poultry, and seafood. Then, complete "Fabricates Meat Performance Rating Sheet."

Fabricates Meat Performance Rating Sheet

After fabricating red meat, poultry, and seafood, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent.....poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

Food Preparation Performance

	column #1	column #2
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. follows written specifications		
7. weigh/measures ingredients		
8. uses handtool techniques		
9. selects knife		

10.	uses stationary equipment	
11.	processes for service	
12.	processes for storage	
13.	cleans work area (equipment, too)	
14.	returns equipment and supplies	

Personal Performance

1.	works without breakage or waste	
2.	shows pride in work	
3.	manages time	
4.	shows initiative	
5.	makes sound decisions	
6.	shows dependability	
7.	cooperates with others	
8.	contributes to a team effort	

Product Performance

1.	meets specifications	
2.	efficient utilization	
3.	rotates stock	
4.	packaged for freshness	
5.	maintains safety of food	

average rating

SOURCES:

Birchfield, John. FOOD SERVICE OPERATIONS MANUAL. CBI Publishing Company. Boston, Massachusetts. 1979.

THE PROFESSIONAL CHEF. Cahners Books, Boston, Massachusetts. 1974.

Reynolds, Phyliss C. THE COMPLETE BOOK OF MEAT. M. Barrows and Company. New York, New York. 1963.

Terrell, Margaret E. PROFESSIONAL FOOD PREPARATION. John Wiley and Sons, Inc. New York, New York. 1971.

PRETEST: **KEY**

1. d
2. b
3. a. backbone, stock
   b. giblets, gravy
   c. fat trimmings, roux
4. Wrap each one individually in plastic film. Store in the freezer no longer than 12 months.
5. Instructor's satisfaction

Fabricates Meat Checklist

		YES	NO
a.	assembles equipment and supplies	---	---
b.	uses personal hygiene	---	---
c.	cleans and santizes area	---	---
d.	does not cross contaminate	---	---
e.	follows written specifications	---	---
f.	uses knives	---	---
g.	processes for storage	---	---
h.	efficient utilization	---	---
i	maintains safety of food	---	---
j.	cleans equipment	---	---
k.	cleans area	---	---

ACTIVITY 1:

1. to portion, trim, utilize and store red meat, poultry and seafood.

2. c

3. b

ACTIVITY 2:

1. the trimmed pieces left from red meat, poultry, and seafood entreé products

2. a. trimmed fat, for tallow company
   b. grinding meat, beef soup
   c. trimmed suet, consommés

ACTIVITY 3:

1. Items first put in refrigerator, freezer, or dry storage are first to be used.

2. Wrap each one individually in plastic film. Store in the freezer no longer than 12 months.

3. a. 12 months
   b. 2 to 3 days

POSTTEST:

Average of "3" or better from "Fabricates Meat Performance Rating Sheet."

WORKING CHEF/SOUS CHEF . . . . . P5.6 PLANS MENUS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL (S):

Plans menus by devising and designing.

TERMINAL PERFORMANCE OBJECTIVE (S):

Given a request to devise and design a menu, student will be able to create a menu to meet instructor's satisfaction.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil

PRETEST:

Directions: Answer the following questions and perform the following skill activity.

1. List at least 5 factors to consider when planning a menu.

   a.
   b.
   c.
   d.
   e.

2. Identify at least 3 ways to trim costs and increase profit through menu planning.

   a.

   b.

   c.

3. Devise and design a menu for a school restaurant simulation. Consider all aspects of menu planning. Your instructor will check your skills.

CONTENTS:

Directions: Read the following information.

Losses in the food business occur for two basic reasons--lack of planning and lack of control. This packet will assist the working chef in planning and controlling one critical aspect of the business--the menu.

Types of Restaurants

Different menus are served in different restaurants. Restaurants can be categorized into many groupings. For our purposes, there are six types: gourmet, speciality, family, coffee shop, fast food, and cafeteria.

gourmet...very formal environment, continental cuisine, usually one seating per meal, service is leisurely and disciplined, menu prices are expensive, reservations usually are required.

speciality...formal but relaxed, service is friendly, basic American foods are served, menu prices are moderate to expensive.

family...environment is home like and casual, service is fast, menu prices are low to moderate, usually feature specialty items for children, includes steak houses.

coffee shop...plain environment, quick food items, popular for breakfast and lunch, menu prices are low to moderate,

fast food...fast service is the key, menu is standardized and limited, prices are low.

cafeteria...wide variety of food items to select from, wide variety of prices.

Customer Appeal

The menu is the basic sales tool for the food service operation. For this reason, it is important to know the typical customer: their needs, concerns, and food likes and dislikes. An understanding of the customer enables the restaurant owner, mid-management person, or working chef to plan menus to appeal to the

type of customer he/she is likely to get. Each of the following groups should be considered when determining customer appeal:

-family groups
-children/teenagers
-businessmen/businesswomen
-auto travelers
-working women
-shoppers
-budget-minded
-tourists
-elderly

Menu Balance

The menu must be balanced. Balanced applies to the number of items required in each category--appetizers, soups, entreés, etc. to give sufficient variety to please the average customer. Menu categories to consider are the following:

-appetizers (six or less)
-soups (no more than 3)
-entreés (eight)
-salads (three)
-desserts (seven)
-beverages

The numbers in each category will vary according to restaurants but basic understanding of categories and quantities will aid the beginner in developing a balanced menu.

Food Palatability

Menu planning must proceed from the premise that the final product will be palatable, nutritious, and consistent with the price policy of the food service establishment. Palatability offers food variety to the customer and involves such factors as color, shape, texture, and flavor. When planning menus consider each of the following:

color--colors must vary on the plate; a meal of potatoes, corn, white fish, and applesauce lacks contrast in color.

shape--the same shape must be avoided; round meat balls, new potatoes, and brussel sprouts do not offer a variety of shapes.

texture--food can be crisp, soft, hard, or chewy; a variety of textures is more desirable than an

overabundance of any one texture within a meal.

flavor--there should not be more than one highly seasoned food within the same meal. Use a variety of sweet, sour, salty, bitter, strong, mild, spicy, and bland.

food temperature--having foods that are hot, cold, and at room temperature within a meal provides appeal to the customer.

ACTIVITY 1:

Directions: Answer the following questions.

1. What type of restaurant is likely to offer a standardized, limited, low cost menu?

   a. speciality
   b. cafeteria
   c. fast food
   d. gourmet

2. In menu planning, what does "customer appeal" mean?

3. List the six basic menu categories.

   a. e.

   b. f.

   c. g.

4. Why is food palatability important in menu planning?

Portion Cost

The actual portion cost of a specific menu item will determine the selling price and, in turn, the profit. A simple method to determine the true cost of food items is to calculate its actual

cost and any 'shrinkage' involved from the invoice price and the portion size. For instance, if french fries cost $.80 per lb. and the serving size is 3 oz., then the actual cost of the serving is $.05/oz. ($.80 divided by 16 oz.). The cost per serving is $.15 ($.05/oz. x 3 oz.). If this order of french fries is sold for $.45 or $.50, a reasonable profit is realized.

A balanced menu will offer a range of prices. The use of a low-cost menu entrée that will yield a high profit will offset less profitable menu entrees.

ACTIVITY 2:

Directions: Answer the following questions.

1. Calculate the approximate cost per ounce for apple juice when 4 one gallon jugs cost $8.44.

2. Holiloop Restaurant serves a 6 oz. portion of apple juice for $.65. What is their profit on each serving? (Use cost per ounce from question #1)

Recipe Conversion

Frequently, quantity recipe conversions are needed. The basic formula for converting recipes to provide different numbers of servings is given below:

Divide the required number of servings by the original number the recipe is for.

$$\frac{\text{Required Number}}{\text{Number Recipe is For}} =$$

Then, multiply each ingredient by the resultant answer--

$$\frac{\text{Required Number}}{\text{Number Recipe is For}} =$$

times each ingredient = the required amount of each ingredient.

Example--

oyster stew	50 portions
milk	2 gal.
salt	2 oz.
pepper	2 tsp.
oysters	1/2 gal.
butter	8 oz.
paprika	to garnish

to change the recipe to 25 portions

$$\frac{25}{50} = .50$$

.50 x 2 gal. = 1 gal.
.50 x 2 oz. = 1 oz.
.50 x 2 tsp. = 1 tsp.
.50 x 1/2 gal. = 1/4 gal.
.50 x 8 oz. = 4 oz.

New recipe 25 portions

milk	1 gal.
salt	1 oz.
pepper	1 tsp.
oysters	1/4 gal.
butter	4 oz.
paprika	to garnish

ACTIVITY 3:

Directions: Answer the following question.

1. Convert the following recipe to 25 servings.

Potato and Leek Purée
yield: 50 portions

potatoes	5 lb.
onions	2 lb.
leeks	3 lb.
stock	2 gal.
parsley	2 oz.

Menu Records

Very detailed records of each menu item including preparation, method, yield, garnish, labor costs, and portion size will aid in decision making regarding which menu items to retain and which to discard. Quality and cost are controlled when standardized operations guide the production of the menu. A form for a standard menu item is listed below:

STANDARD MENU ITEM

DATE: _____

ITEM: _____

YIELD: _____

PROCEDURE: _____

	PURCHASE UNIT & PRICE	RECIPE COST

PREPARATION:

TO SERVE:

Menu Frequency Counts

To better plan and produce menu items, detailed frequency counts should be completed. An example of a frequency count sheet is listed below:

COLD PRODUCTION SHEET

TIME A.M._____
P.M._____

DATE_____

ITEM	AMOUNT TO PREPARE	QUANTITY SOLD	LEFT OVER	OTHER

Menu Variety

What to serve so the chef's special has variety and appeal and doesn't seem like one that was on the menu recently, is a problem in many food service operations where certain menu items are featured daily.

The construction of a menu well in advance of the time of use helps to avoid the frantic last-minute decision on just what items should be included, what their position should be, and what price should be charged. It allows time to plan a menu that is balanced and nutritional, and considers serving size, portion cost, and availability of food item. Two types of forecasting must be done: the number of persons expected to be served and how much of each item to prepare.

When all the entrées for the entire menu have been listed, it is comparatively simple to determine whether proper variety and balance have been maintained. Some of the pitfalls to be wary of are: (1) entrées unbalanced as to type of cooking equipment, (2) a lack of variety of choices in type of entrées, (3) too much preparation required for certain combinations and not enough for others, and (4) an insufficient range of prices.

An excellent practice is to keep a list of substitute items in the various price ranges to use in the event of an emergency or a changing situation. Also, there should be no hesitancy in substituting seasonal items as they appear on the market or as price advantages present themselves.

Utilizing Leftovers

Entrée items and others can be made to go further by serving them in a different manner on the following day. As an example, broiled lamb chops might be a mixed grill on the next day with chicken livers. Or, the leftover item can be sold as a special in a subsequent meal period. Full utilization of some items can be obtained by freezing them for later use.

Labor Efficiency

In addition to menu appeal, cost factors, and utilization of leftovers, the food service employee will consider labor efficiency when planning menus. The following practices will increase labor efficiency: (1) incorporate at least one menu item that can be prepared the day before, (2) distribute the planning of menu items according to the skill of employees scheduled, (3) plan menu items to utilize equipment efficiently.

ACTIVITY 4:

Directions: Answer the following questions.

1. How do menu records help control food cost?

2. Which practice does not help control food cost?

   a. buying food out of season
   b. using stock on hand
   c. being flexible
   d. preparing menus in advance

Designing Menus

The purpose of the menu is to inform customers of a restaurant's food offerings. The menu receives careful scrutiny from customers and therefore is a dynamic merchandising tool. When designing a menu consider the following areas:

Physical Appearance

Artwork and layout done by a professional printer.
Space on the menu to avoid cluttering.
Color and design of the menu blends with the decor of the food operation.
Menu uses inserts or a cover to allow frequent replacement as soiling occurs.
Menu size is large enough to prevent crowding and to permit special interest copy.
Menu cover has impact as a selling and merchandising tool.
All pages or sides either are decorated or have selling copy.

Arrangement

Food items are presented in the same order as a typically served meal (appetizer, soup, entrée, salad, dessert, and beverage, for example).
Headings are printed in bold type so that menu can be easily read in dim light.

Blank spaces on the menu provide room for "specials of the day" or the printed menu for the day. The most profitable items are featured in large type or within a special printed border.

Menu Wording

Each food item is universally understood.
Descriptive words are used such as chilled and crisp.
Language describes the method of cookery, the accompaniment and garnish.
Size of the item is described, especially steaks, lobster tails, and shrimp.
The customer can easily understand the food items that are inluded in the price of the entrée (such as dessert, beverage, bread).

Prices are accurate and are printed. Price should never be written in or pasted over because this draws attention to the increase.

SOURCES:

Birchfield, John. FOOD SERVICE OPERATIONS MANUAL. CBI Publishing Company. Boston, Massachusetts. 1979.

THE PROFESSIONAL CHEF. Cahners Books. Boston, Massachusetts. 1974.

Stokes, Judy. COST EFFECTIVE QUALITY FOOD SERVICE. Aspen System Corporation. Germantown, Maryland. 1979.

POSTTEST:

Directions: Devise and design a menu for a school restaurant simulation. Consider all aspects of menu planning. Your instructor will check your skills.

PRETEST: **KEY**

1. a. customer appeal
   b. menu balance
   c. food palatability
   d. food price

2. a. keep detailed menu records
   b. keep menu frequency counts
   c. utilize leftovers

3. instructor's satisfaction

DEVISE AND DESIGN MENU CHECKLIST

		YES	NO
a.	considers customer appeal	---	---
b.	offers balance of menu items	---	---
c.	weighs food palatability	---	---
d.	calculates portion costs	---	---
e.	makes recipe conversions	---	---
f.	keeps menu records	---	---
g.	keeps menu frequency counts	---	---
h.	offers menu variety	---	---
i.	utilizes leftovers	---	---
j.	considers labor efficiency	---	---
k.	designs menu for overall physical appearance	---	---
l.	arranges menu items on menu	---	---
m.	uses clear, appealing menu wording.	---	---

ACTIVITY 1:

1. c
2. planning food for customer's needs, concerns, and food likes
3. appetizers
   soups
   entrees
   salads
   desserts
   beverages

4. offers variety and interest for the customer

ACTIVITY 2:

1. approximate cost, $.01 per ounce
2. $.65

ACTIVITY 3:

1.	potatoes	2 1/2 lb.
	onions	1 lb.
	leeks	1 1/2 lb.
	stock	1 gal.
	parsley	1 oz.

ACTIVITY 4:

1. Details where costs are, and how much they are
2. a

POSTTEST:

Instructor's satisfaction

DEVISE AND DESIGN MENU CHECKLIST

		Yes	No
a.	considers customer appeal		
b.	offers balance of menu items	---	---
c.	weighs food palatability	---	---
d.	calculates portion costs	---	---
e.	makes recipe conversions	---	---
f.	keeps menu records	---	---
g.	keeps menu frequency counts	---	---
h.	offers menu variety	---	---
i.	utilizes leftovers	---	---
j.	considers labor efficiency	---	---
k.	designs menus for overall	---	---
	physical appearance	---	---
l.	arranges menu items on menu	---	---
m.	uses clear, appealing menu wording	---	---

P5.7

WORKING CHEF/SOUS CHEF . USES BASIC PROCEDURES OF A GARDE MANAGER/PANTRY COOK

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILLS (S):

Uses basic procedures of a garde manager/pantry cook

TERMINAL PERFORMANCE OBJECTIVE (S):

Given a paper and pencil test, the student will know basic procedures of a garde manager/pantry cook which includes fine buffet service, ice carvings, chaud-froid, and garniture as evidenced by completion of 90 out of 100 correct on the posttest.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Parsley
4. Turnip
5. Carrot
6. Mushrooms
7. Radishes
8. Grapes
9. Eggs
10. Sugar
11. Knives
12. Cutting board
13. Roasting pan

PRETEST:

Directions: Answer the following questions.

1. Which of the following is <u>not</u> a duty of the garde manager/pantry cook?

   a. decorate foods for buffets
   b. schedule waiters for banquets
   c. purchase and receive produce
   d. direct salad production

2. Extensive garniture is always effective regardless of food and labor costs.

   a. true
   b. false

3. The best way to utilize fresh fruit for garniture is by producing fruit kabobs.

   a. true
   b. false

4. Ice and tallow sculptures are especially important table decorations for the winter months.

   a. true
   b. false

5. All plate garnishes should be edible and complement the foods they garnish.

   a. true
   b. false

6. Large ice sculptures are especially attractive on small tea tables used for light receptions.

   a. true
   b. false

7. Chaud-froid is a term used to mean manager of the garden.

   a. true
   b. false

8. Few true chaud-froid is ever prepared outside of culinary arts shows.

   a. true
   b. false

9. Very basic ice forms require only mininmal skills and are enhanced by use of templates.

   a. true
   b. false

10. Ice carving can not be done out of doors because it will melt too fast.

   a. true
   b. false

11. An excellent ice carving project for a beginner is a castle.

   a. true
   b. false

12. Tallow sculpturing requires more artistic talent than ice carving.

   a. true
   b. false

13. The best buffet service set-up for 200 guests is one long table with everything in one position.

   a. true
   b. false

CONTENTS:

Directions: Read the following information.

The primary duty of the garde manager/pantry cook is to decorate foods for buffets, smorgasbords, fruit and desserts tables, and for entrée plate garnish. He/she also directs production in the salad department, walk-ins, and pantry. Additionally, purchasing and receiving produce is a very important duty of the garde manager.

Since the quality and quantity of fresh produce varies day to day and season to season it is the responsibility of the garde manager to make optimum use of quality produce when it can be purchased inexpensively and where it is attractive. Usually melons of all different types are available in the summer months with good quality and quantity. Therefore, large fruit displays on buffets featuring fruit baskets carved like a crown, basket with a handle, fish, or goblet are very attractive and affordable. Fruit kabobs, lemon baskets, tomato roses, frosted grapes, turned mushrooms, vegetable stars, carrot curls, lemon twists, and cucumber baskets make attractive entrée plate garnishes.

Typically in the summer the garde manager will heavily use fresh fruits and vegetables to decorate tables and plates. In the winter months these items are more expensive, not as plentiful and quite often do not have a very good outward appearance. Ice and tallow sculptures, though used year round, are especially important table decorations for the winter months. They make an excellent substitute for the summer fruit and melon baskets.

Garnish Standards

All plate garnishes should be edible and complement the flavor, color, and texture of the foods they garnish. Excessive pattern, color, or form should be avoided but some contrast is desirable, as are natural colors and simple design.

Labor should be considered in garniture. Freshness of appearance, good taste in color, form, or texture are the essentials of a good garnish. The appearance of over-worked food, dried brown edges, and a wilted condition destroys appeal in spite of high design and color. Garnish size should be related to the size of the food it garnishes.

ACTIVITY 1:

Directions: Match the item on the left with an appropriate garnish on the right.

___	1. fish	a.	turned mushrooms
___	2. steak	b.	chopped parsley

Chaud-Froid

A chaud-froid is a cooked food such as poached salmon, chilled and then covered with a gelatin glaze containing pieces of decorative food in it. Two types of glaze are used: an aspic or clear gelatin or a chaud-froid glaze containing cream sauce or mayonnaise. The cooked, chilled food is decorated with pimiento, beets, olives, chives, leeks, or other fruits and vegetables. The glaze, when ready to set but still syrupy, is poured over the food until it is covered. It is then chilled in a refrigerator. After the glaze is set, another layer is applied until a complete covering is obtained. This may be five to eight layers. The design is set into the glaze on the last coating. A light wash of clear aspic is then used to cover the design set into the glaze.

ACTIVITY 2:

Directions: Identify the best order for preparing a chaud-froid item. place a "1" next to the first step, a "2" next to the second step, etc.

____ 1. use a light aspic to cover the design
____ 2. cook food
____ 3. re-apply glaze
____ 4. set design
____ 5. chill food
____ 6. prepare fruit and vegetable decorative food pieces
____ 7. pour first glaze over food

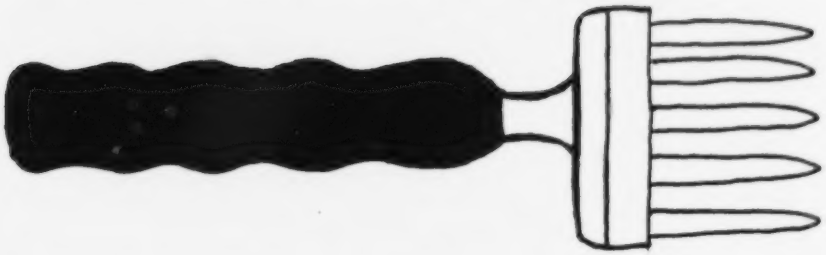
ACTIVITY 3:

Directions: Observe your instructor or guest demonstrator prepare a chaud-froid. They may glaze a cooked food item or simply cover a cake pan to demonstrate the process.

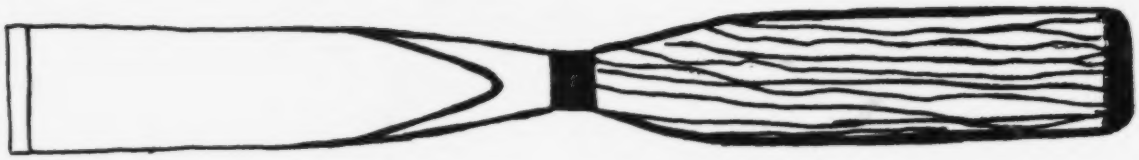
Ice Carving

Although very intricate ice carvings require a great deal of artistic ability, the basic forms require only minimal skills. Following some fundamental techniques, including the use of a template, allows the beginner to create many carvings with ease.

A six-point ice chipper, flat chisel, and large toothed saw are the only tools a beginner needs.



6-point chipper is used when roughing out a figure, or when adding texture to the surface of a figure.



A standard flat chisel used by a carpenter to carve wood will work for ice, too. The narrow-tipped blade is good for scribing, chipping, and shaping in small areas.

A hand saw is useful to trim off large sections of ice for final shaping.

Most carvings are made from standard-sized blocks of ice measuring 10 inches x 20 inches x 40 inches each. Before beginning to carve the ice, you will need to make a template or

silhouette of the design you plan to carve into the ice. Designs may include: basket, fish, swan, or a company logo.

The template can be done "free hand" or by the cross-hatch or overhead projector methods. Freehand is done by sketching the design directly on paper to the size of the block of ice. Cross-hatch method is done by drawing a matrix with the lines forming squares across the face of the desired design. Then the design is copied. The overhead projector method requires a machine to enlarge a design and project the design on the wall so it can be adjusted for size and then copied.

Out of doors is an excellent place for the actual carving. It is easy to dispose of chips of ice and melting water. However, care must be taken when carving out doors to keep the ice out of the direct sun.

Begin carving with clear ice,carving from the top down. Check for fissures or cracks in the ice. Decide how to position the template on the block. Square off the bottom of the block. Check to see that it is level. Place the template on the block and scribe the outline on the ice. Remove the template and chisel the outline in the ice approximately 1/4 inch deep. Continue to work with the saw to remove large pieces of ice. Use the chipper to shape the ice. Stay away from carving too much ice so that the design becomes brittle. You should perform the final shaping as close to the time that the piece will be displayed as possible. Place carvings in a display pan.

ACTIVITY 4:

Directions: Answer the following questions.

1. Which is not a basic tool used for ice carving?
   a. flat chisel
   b. saw
   c. surform
   d. chipper

2. The term template means:

   a. tongs used to lift ice
   b. wood blocks to raise ice above floor
   c. pattern used to draw/scribe on ice
   d. pan for displaying ice carving

ACTIVITY 5:

Directions: Freeze water in a large roasting pan. Stir near the end of the freezing period to reduce the liklihood of air pockets. Remove the frozen ice from the pan and use it for an ice carving. Begin with a simple template such as a basket or vase.

Tallow Sculptures

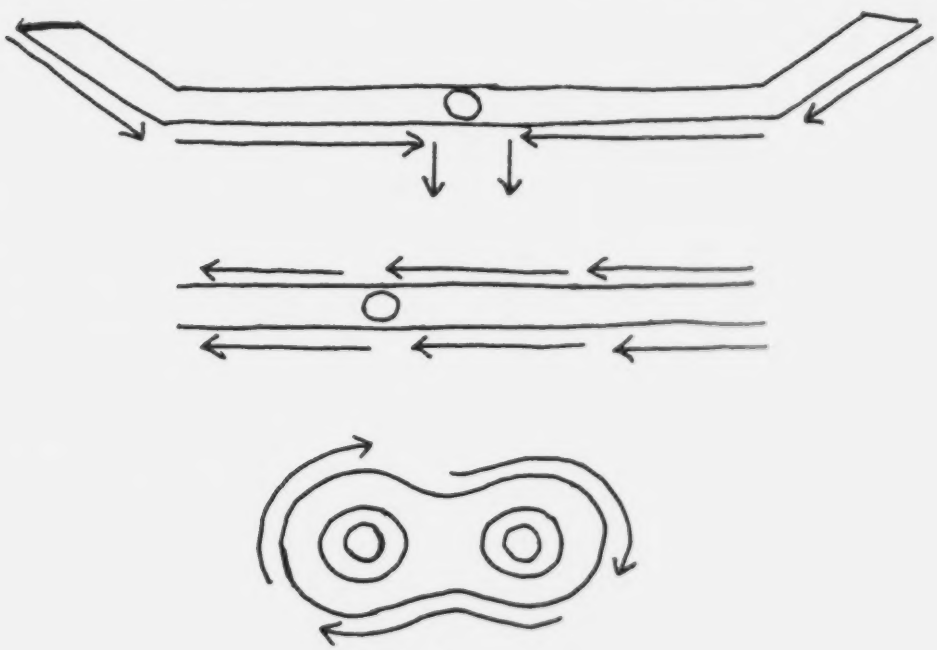
Even more detailed carvings can be made with tallow than ice. Begin with a block shape constructed from styrofoam, paper, string, and glue. Next, fill in desired details on the block with the tallow. Tallow sculpturing requires more artistic talent than ice carving.

Buffet Service

In buffet service, the guests help themselves to at least some of the meal from tables in the dining room. Smorgasbord is a buffet service with some Scandiavian dishes, usually an assortment of herring and canned fish. However, recently the term smorgasbord is used to mean a buffet from which the guests can take as much as they want and return several times.

Everything must be done to make the buffet table attractive and to eliminate long lines for the guests. With a large group, two similar buffets should be set up rather than one long one. Tables elsewhere in the room for coffee service and for dessert disburse the guests and take some of the pressure off the main buffet.

The ice or tallow sculpture can be used as the focal point of the buffet table. The size of the sculpture should fit the buffet table proportions and be placed to enhance the guests' appreciation of the buffet. Some possible buffet layouts are illustrated below. Positioning of the sculpture is marked with an "O".



ACTIVITY 6:

Directions: Observe a buffet table at a fine food service establishment. Complete the following observation form.

Buffet Observation

1. Position in room?

2. Flow pattern for guests?

3. Table decorations:
   __ flowers
   __ ice sculpture
   __ tallow sculpture
   __ fruit and vegetable garnishes
   __ lights
   __ other

4. Table coverings?

5. Use of chaud-froid?

6. Position of plates and silverware?

7. Type and location of dishes and trays?

8. Appealing? Colorful? Clean? Attractive?

9. Convenience for guests? Traffic Flow?

10. Comments:

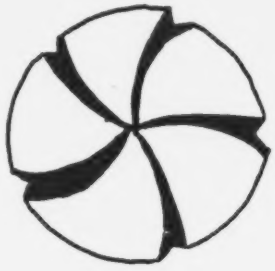
Garnish Preparation

Some common garnishes for the buffet table or entree plate are discussed below.

Chopped Parsley

Parsley is quite inexpensive and a very versatile garnish. Begin by washing the bunch. Then twist it gently lengthwise to make a rope. With a French knife chop the parsley as fine as possible just down to the stems. Don't use too much of the stem because it is tough. Next chop the parsley again until it is very fine. Place the chopped parsley in a towel or cheese cloth and gently rinse under cold water until the water rinses through clear. Twist the parsley to wring out the water. Place in a bowl, cover, and refrigerate.

Turned mushrooms



Hold by the stem. With a small knife on the rounded side of each cap, cut approximately 5 curved slits from center to outer edge. Make a second set of cuts parallel to previous cuts; lift out small wedge of mushroom that remains between each cut. Remove stem.

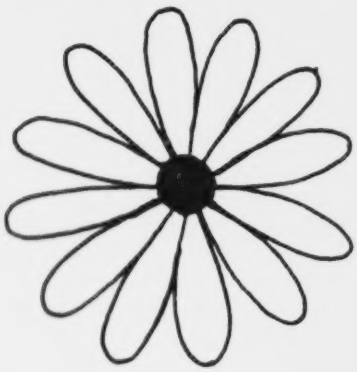
Radish Roses

Remove stem and root ends from large radishes. Cut thin petals around radishes; place in bowl of ice and water to open and crispen.

Frosted Grapes

Dip small clusters of grapes into slightly beaten egg white. Dip in granulated sugar, turning to coat all sides. Dry on rack.

Vegetable Stars or Flowers



Cut pared small turnip or rutabaga into thin slices; use cookie cutters for petals.
Attach carrot shapes to center.

ACTIVITY 7:

Directions: Prepare the following garnishes. Your instructor will check your skills.

1. chopped parsley
2. vegetable flower
3. turned mushroom
4. radish rose
5. frosted grapes

SOURCES:

Durocher, Joseph F. Jr. PRACTICAL ICE CARVING. CBI Publishing Company, Inc. Boston, Massachusetts. 1981.

Kotscheuar, Lendal H. QUANTITY FOOD PRODUCTIONS. Cahners Books. Boston, Massachusetts. 1974.

Lehrman, Lewis. DINING ROOM SERVICE. ITT Educational Services, Inc. New York, New York. 1971

POSTTEST:

Directions: Answer the following questions.

1. Which of the following is <u>not</u> a duty of the garde manager/pantry cook ? (8 points)

   a. decorate foods for buffets
   b. schedule waiters for banquests
   c. purchase and receive produce
   d. direct salad production

2. Extensive garniture is always effective regardless of food and labor costs. (8 points)

   a. true
   b. false

3. The best way to utilize fresh fruit for garniture is by producing fruit kabobs. (8 points)

   a. true
   b. false

4. Ice and tallow sculptures are especially important table decoratons for the winter months. (6 points)

   a. true
   b. false

5. All plate garnishes should be edible and complement the foods they garnish. (8 points)

   a. true
   b. false

6. Large ice sculptures are especially attractive on small tea tables used for light receptions. (6 points)

   a. true
   b. false

7. Chaud-froid is a term used to mean manager of the garden. (8 points)

   a. true
   b. false

8. Few true chaud-froid is ever prepared outside of culinary arts shows. (8 points)

   a. true
   b. false

9. Very basic ice forms require only minimal skills and are enhanced by use of templates. (8 points)

   a. true
   b. false

10. Ice carving cannot be done out of doors because it will melt too fast. (8 points)

    a. true
    b. false

11. An excellent ice carving project for a beginner is a castle. (8 points)

    a. true
    b. false

12. Tallow sculpturing requires more artistic talent than ice carving. (8 points)

    a. true
    b. false

13. The best buffet service set-up for 200 guests is one long table with everything in one position. (8 points)

    a. true
    b. false

PRETEST: **KEY**

1. b
2. b
3. b
4. a
5. a
6. b
7. b
8. b
9. a
10. b
11. b
12. a
13. b

ACTIVITY 1:

1. c
2. a
3. b
4. d

ACTIVITY 2:

1. 7
2. 1
3. 5
4. 6
5. 2
6. 3
7. 4

ACTIVITY 3:

Instructor's satisfaction

ACTIVITY 4:

1. c
2. c

ACTIVITY 5:

Instructor's satisfaction

ACTIVITY 6:

Instructor's satisfaction

ACTIVITY 7:

Instructor's satisfaction

Garnish Checklist

	Yes	No
a. collects supplies	---	---
b. works without waste	---	---
c. clean product	---	---
d. attractive produce	---	---
e. cleans work area and equipment	---	---

POSTTEST:

1. b
2. b
3. b
4. a
5. a
6. b
7. b
8. b
9. a
10. b
11. b
12. a
13. b

P5.8
WORKING CHEF/SOUS CHEF . . MANAGES BANQUET KITCHEN OPERATIONS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL(S):

Manages kitchen banquet operation

TERMINAL PERFORMANCE OBJECTIVE(S):

Given a paper and pencil test, the student will know kitchen banquet management operations including scheduling employees and food production as evidenced by correctly answering 90 out of 100 on the posttest.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil

PRETEST:

Directions: Answer the following questions.

1. Dining room service is more profitable than banquets.

   a. true
   b. false

2. An important duty of the working chef is to seek ways to prevent waste.

   a. true
   b. false

3. A reception is a type of banquet service.

   a. true
   b. false

4. It is very important to stick to predetermined timetables for banquet service. If the dinner is planned for 8:00, it must be served at 8:00 even if the guests are not yet seated for dinner.

   a. true
   b. false

5. The working chef must devise a dish-out procedure that lends itself to orderly procedures, containing a sequence of planned operational steps.

   a. true
   b. false

6. The need for supervision in the kitchen is critical to total banquet operation.

   a. true
   b. false

7. The hors d'oeuvre table must follow basic principles of merchandising.

   a. true
   b. false

8. A full reception generally does not use a chef to serve meats.

   a. true
   b. false

9. Food schedules begin with those items that take the longest to prepare.

   a. true
   b. false

10. The dishwasher is on the same level as the receiver in the kitchen job ladder.

   a. true
   b. false

CONTENTS:

Directions: Read the following information.

Banquet sales are profitable. Banquet and group sales can result in additional revenue for many restaurant and hotel facilities. Therefore, commercial restaurants and hotels rely greatly on their banquet sales to show a good profit ratio at the end of every accounting period.

Type of Banquets

There are innumeral banquet presentation possibilities. Often preceding dinner, an hors d'oeuvre table will be used to serve appetizers. Then, the dinner is plated in the kitchen and served to each seated guest.

The hors d'oeuvre table is presented so guests can serve themselves. This type of service must follow basic principles of merchandising, since well-displayed merchandise sells itself. The garnitures and service ware will enhance the appearance of the table and act as attention-getters.

The standard banquet dinner consists of several courses:

--relish tray--cold vegetables
--starter course or appetizer--fruit, seafood, small anipasto, etc.
--soup
--salad served with bread
--main course of entreé--meat, fish, poultry, filled crepes, etc.
--dessert--cake, pie, ice cream, etc.
--beverage--coffee, tea, milk, etc.

Partial or Mini-Reception

This type of service will often precede dinner. Service involves a great variety of finger and fork foods, dips, and at least one hot chafing dish item requiring the use of forks and dishes. The tables for displaying and serving the foods are covered with good linens and display showpieces of ice or tallow. This kind of service generally lasts about one hour.

Full Reception

This type of service may precede dinner or substitute for dinner. A full reception is generally served at weddings and expensive fund-raising events. Buffet tables are set with expensive linens a profusion of display showpieces, a wide diversity of expensive foods, plus four or more chafing dish items. In addition, one to three chefs are present to carve and slice hams, beef, turkey, pastrami, and/or smoked salmon. Foods used for a full reception are not sweet, they should be salty, and spicy. Small cocktail

tables should be placed in all available areas for the convenience of the guests. A reception of this type lasts approximately an hour and a quarter; it is the time in which guests do a great amount of socializing.

Scheduling Employees

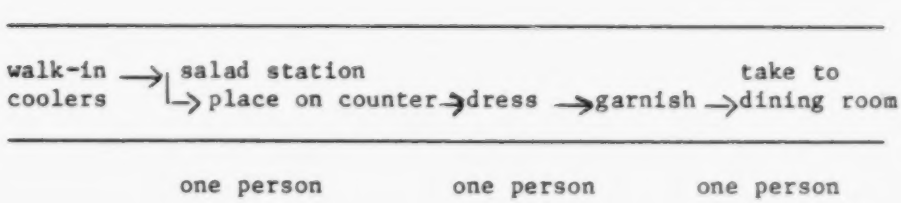
The success of a banquet will depend greatly on the coordination of the efforts of all involved parties, including the sales force, the kitchen staff, and the service personnel.

The goal of scheduling employees for work is to keep people working at a steady pace throughout their scheduled hours, without pressure and without idle time. This goal presents the greatest challenge in banquet scheduling since timetables may vary. Because the dinner service is scheduled to begin at 7 p.m. does not always mean that it will begin at that time. Variables such as size of the group, length of reception preceding dinner, time of day, and type of group will all determine when the group is actually ready for dinner. The working chef who is concerned about the guest and their satisfaction with the total banquet will make scheduling adjustments to please the guests' timetable.

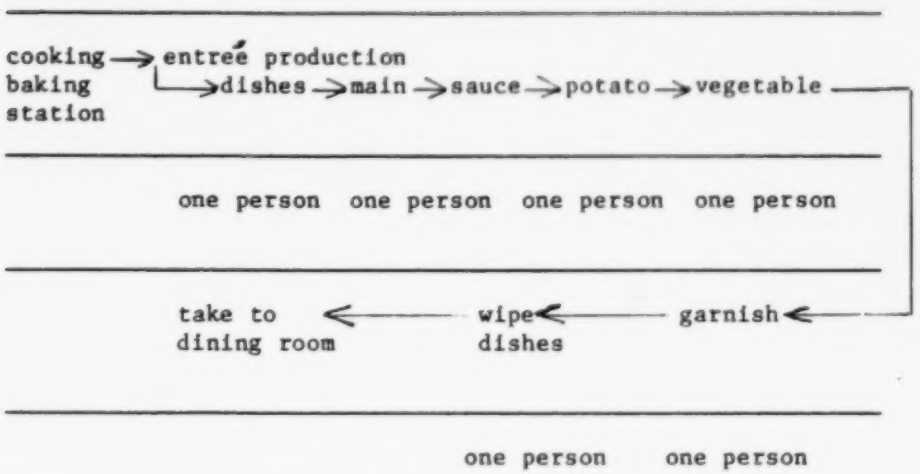
The working chef is responsible for the pacing of food production in the kitchen. During slow periods, he/she will direct production for the next day's service, while during accelerated periods he/she will organize and manage the kitchen staff to complete the necessary tasks.

Food Production

The working chef is responsible for total banquet kitchen production. The chef will devise a system that lends itself to orderly procedures, containing a sequence of operational steps that can be developed for high efficiency. He/she will direct the kitchen banquet staff to plate foods under his/her direction. The working chef will set up plating procedures, using a basis flow plan as illustrated below:



Entree Production

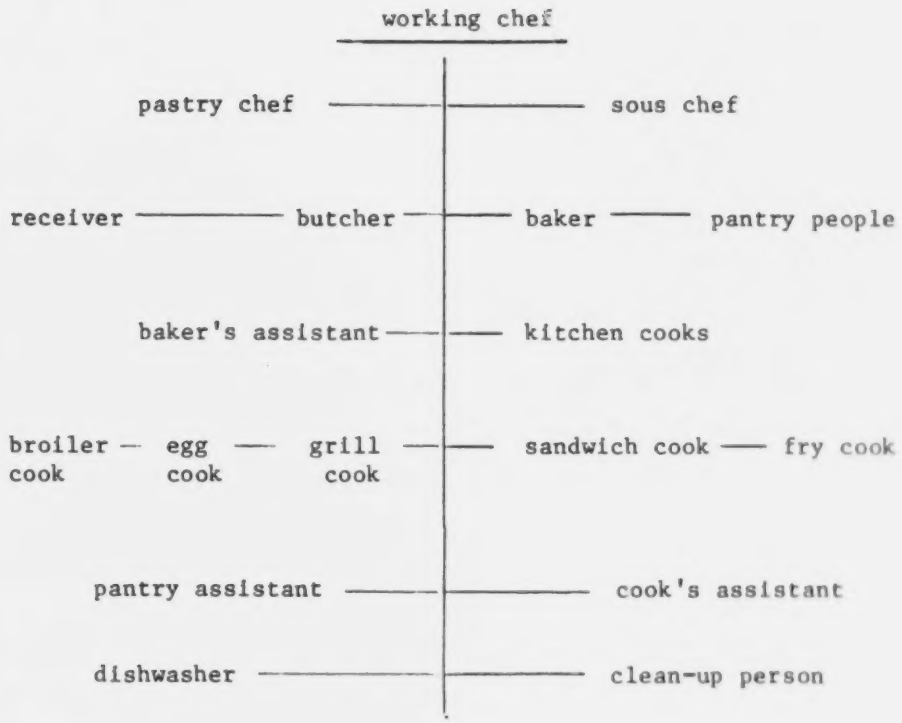


Each aspect of food production takes varying lengths of time. The working chef must be fully aware of the length of time each food item will take to move it from its raw state through production to serving. He/she must plan for the appetizers to come off the production line first with entrée and dessert items produced later. Some foods such as fresh vegetables are at their peak of freshness and flavor when cooked just prior to service rather than cooked ahead and warmed before serving time.

Supervising Employees

The need for supervision in the kitchen is critical to the total banquet operation. The working chef should have an overall view of food movement and should be able to direct activities in such a way that excessive pressures do not build up. This person should help achieve portion control, set up, and proper cleaning and storage. In addition to setting up, cooking, and portioning, the working chef is responsible for supervising the breaking down of the station, storage and utilization of leftover food, and general clean-up.

The working chef follows the natural job ladder progression when directing the kitchen clean-up procedures. The progression is illustrated below:



The working chef must be sensitive to the needs of his/her employees. Since many of the quantity food skills are manipulative hand skills the working chef must remember that training kitchen help involves three steps: (1) a demonstration while the employee watches (2) a trainer who watches the employee while he/she does the job, the employee explaining each step until he/she can do the job without prompting from the trainer; and (3) an employee who does the job alone while the trainer inspects only the results. The working chef must remember that new skills take time to learn and require practice.

General supervision duties of a good working chef include:

--anticipates work loads, changes, and schedules workers to meed demands
--studies the jobs he/she supervises
--makes accurate breakdown of all jobs
--check for food quality
--establishes and applies regular performance standards for all the jobs he/she supervises
--assures, in advance, availability and accessibility of all materials

--is sensitive to waste of time, materials, methods, equipment, and seeks to constantly prevent waste
--is highly sensitive to customer satisfaction, and creates this awareness among his/her workers

POSTTEST:

Directions: Answer the following questions.

1. Dining room service is more profitable than banquets.

   a. true
   b. false

2. An important duty of the working chef is to seek ways to prevent waste.

   a. true
   b. false

3. A reception is a type of banquet service.

   a. true
   b. false

4. It is very important to stick to predetermined timetables for banquet service. If the dinner is planned for 8:00, it must be served at 8:00 even if the guests are not yet seated for dinner.

   a. true
   b. false

5. The working chef must devise a dish out procedure that lends itself to orderly procedures, containing a sequence of planned operational steps.

   a. true
   b. false

6. The need for supervision in the kitchen is critical to total banquet operation.

   a. true
   b. false

7. The hors d'oeuvre table must follow basic principles of merchandising.

   a true
   b. false

8. A full reception generally does not use a chef to serve meats.

   a. true
   b. false

9. Food schedules begin with those items that take the longest to prepare.

a. true
b. false

10. The dishwasher is on the same level as the receiver in the kitchen job ladder.

a. true
b. false

PRETEST AND POSTTEST: **KEY**

1. b
2. a
3. a
4. b
5. a
6. a
7. a
8. b
9. a
10. b

SOURCES:

Lehrman, Lewis. DINING ROOM SERVICE. ITT Educational Service, New York, New York. 1971.

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P5.1

WORKING CHEF/SOUS CHEF . . . . . PREPARES POULTRY AND BEEF STOCK

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILLS (S):

Prepares poultry (white) and beef (brown) stocks.

TERMINAL PERFORMANCE OBJECTIVE (S):

Given a standardized recipe, student will be able to prepare poultry (white) and beef (brown) stocks to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Bones
4. Veal, beef, or chicken
5. Onion
6. Carrot
7. Celery
8. Bay leaf
9. Thyme
10. Peppercorns
11. Salt
12. China cap
13. Meat saw
14. French knife
15. Stockpot
16. Paddle
17. 5 gal. storage buckets

PRETEST:

Directions: Answer the following questions and perform the following skill activity.

Match the ingredients on the right with the stocks on the left. More than one ingredient may be used for each stock.

1. white stock	a. organ meats
2. brown stock	b. celery pieces
	c. chicken bones
	d. onion
	e. roasted bones
	f. sawed bones 3" to 4" in length
	g. duck and goose

3. What may cause bitter or cloudy stocks?

4. Explain what "reduction of stock" means.

5. Prepare a stock. Ask your instructor to check your skills.

CONTENTS:

Directions: Read the following information.

Stocks

Stocks provide the basis for nearly all soups and sauces and are one of the most important ingredients used in food preparation.

Stocks are classified as beef (brown) and poultry (white). The brown stocks are made from browned meat, vegetables, and roasted cracked bones. The white stocks are made from flesh and bones of poultry--never organ meats or dark fowl.

The preparation of stock calls for understanding, care and discerning taste. The skill used in this preparation marks the difference between persons who merely cook and professional chefs who are sensitive to flavors and use good judgment in seasoning foods. Long, slow simmering of food used for stock is required to draw out the flavor-giving substances from the foods into the liquid. The quality of many foods is directly related to the quality of stock used in their preparation. Stocks are not made but are built by a careful blending of ingredients.

Steam-jacketed kettles are best for stock building but stock pots are also used on top of the range. Both should have a spigot to use in withdrawing the stock so as not to disturb it and impart any bitter substances into the stock.

ACTIVITY #1

Directions: Answer the following questions.

1. Two common stocks are_____and_____

2. When preparing stocks,_____ of ingredients is required to draw out the flavor-giving substances.

3. Stocks can be prepared in a_____or a_____; both should draw from the bottom so as not to disturb the stock.

Directions: Read the following information.

Brown Stock

The preparation of brown stock requires from 5 to 6 pounds of meat and roasted bones, trimmings, and pan drippings (roast liquor), for each gallon of stock. Use 1 pound of vegetables, such as celery, onion, carrot pieces and fresh garlic and 5 quarts of water for the amount. A bouquet of bay leaf, thyme,

salt, and a few peppercorns may be added to season the stock part way through the total preparation. Season again at the end of preparation.

The bones for stock are usually well trimmed of meat, cut with a meat saw or cracked into 3-inch to 4-inch lengths. Small pieces of bone expose more surface areas to the liquid in which they are cooked, making possible a greater degree of extraction. Bones showing rich red centers and a healthy marrow give a good flavored stock.

When bones and trimmings are not available, shank and neck of beef, knuckle of veal, and fowl can be purchased. Meats of the lower grades are wholesome, satisfactory for stock and are likely to be the most economical. The fatter cuts can be utilized also. The fat of meats contain aromatic substances that give flavor richness. The choice of meat for stock has considerable influence on flavor goodness. Fowl or mature chickens have more flavor than young chickens. The flavor of chicken broth is generally preferred over turkey broth; it is milder and blends well with more foods.

The stock should be covered with water and brought to a slow simmer, 180 degrees to 185 degrees F. for 4 to 8 hours. If stock boils vigorously or for extended periods, it becomes cloudy and bitter.

When handling the stock, lift and gently move ingredients with a stock paddle. Rough handling of ingredients can also cause a cloudy and bitter product.

Six to eight hours of simmering is usually sufficient time to obtain desired extractives. Excessive cooking destroys food values and often develops bitter flavor.

Strain stock through a fine China cap and place in no larger than 5 gallon buckets with a loose lid or cover. Cool the stock as rapidly as possible. Some steam kettles are designed to permit cold water to circulate inside the jacket around the kettle, and have a electrically powered paddle for stirring. Refrigerate the stock overnight or until needed at 35 to 40 degrees F. Maximum storage is 7 to 10 days at 40 degrees F.; quality is lowered if a stock is reheated, recooled and returned to refrigeration.

White Stock

White stock preparation basically follows the same procedure as brown stock except no dark vegetables or dark roasted bones or meat are used. Instead, a combination of different poultry items with green or yellow onions, celery pieces, salt, whole peppercorns and smaller amounts of garlic, bay leaf, and thyme produce a quality white stock.

Stock Reduction

Portions of the stock may be reduced through additional cooking. When the moisture has evaporated until the stock is reduced to about one half of its original volume, it is called demi-glace. If further reduced to a fourth in volume it is called glace. The flavor is pronounced and, when cold, the consistency will be thickened until it is heavy and rubbery. This concentrate may be frozen for delayed use in flavoring beef soups, brown sauces, and au jus.

ACTIVITY #2:

Directions: Answer the following questions.

Match the ingredients on the right with the type of stock on the left. More than one ingredient may be used for each stock.

1. brown stock	a. knuckle and shank bones
2. white stock	b. dark roasted bones cut 3" to 4" in length
	c. celery
	d. onion
	e. carrot pieces
	f. garlic
	g. duck and goose
	h. chicken flesh and bones

3. What may cause bitter or cloudy stocks?

4. Demi-glace means
   a. delicate ice cream
   b. small serving cup or bowl
   c. stock, reduced to half of its original volume
   d. stock, reduced to a fourth of its original volume

POSTTEST:

Directions: Prepare stocks, then complete "Stock Performance Rating Sheet."

Stock Performance Rating Sheet

After completing the stock preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on completed product. Use the following rating scale.

excellent.....poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	column #1	column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses handtool techniques		
10. prepares ingredients--gently blends		
11. combines ingredients		
12. uses stationary equipment		
13. uses clean ingredients		
14. simmers 6-8 hours		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		

Product Performance

1. clarity	
2. color	
3. flavor	
4. body	
5. aroma	
6. temperature 150 degrees to 160 degrees F. at service	
7. appearance (garnished)	

Average Rating

SOURCES:

Kotscheaur, Lendal H. QUANTITY FOOD PRODUCTION. Cahners Books. Boston, Massachusetts. 1966.

THE PROFESSIONAL CHEF. Cahners Books. Boston, Massachusetts. 1974.

Terrell, Margaret E. PROFESSIONAL FOOD PREPARATION. John Wiley and Sons, Inc. New York, New York. 1971.

PRETEST: **KEY**

1. a, c, d, f,
2. b, d, e, f

3. Stocks which are boiled vigorously or for extended periods of time also, rough handling of ingredients.

4. When stocks are further cooked to reduce volume, moisture evaporates and thick consistency results.

5. Instructor's satisfaction

Stock Checklist

		Yes	No
a.	assembles equipment and supplies	---	---
b.	saws bones	---	---
c.	roasts bones	---	---
d.	gently blends ingredients	---	---
e.	simmers--never boils	---	---
f.	strains	---	---
g.	stores	---	---
h.	cleans area	---	---
i.	returns equipment and supplies	---	---

ACTIVITY 1:

1. brown (beef), white (poultry)
2. long, slow simmering
3. steam-jacketed kettle or a stockpot

ACTIVITY 2:

1. a, b, c, d, e, f,
2. c, d, e, f, h

3. boiled vigorously or for extended period of time; rough handling of ingredients.

4. c

POSTTEST:

Average of "3" or better on "Stock performance Rating Sheet."

P5.2

WORKING CHEF/SOUS CHEF . . . . PREPARES CLEAR AND THICKENED SOUPS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL(S):

Prepares clear and thickened soups.

TERMINAL PERFORMANCE OBJECTIVE(S):

Given a standardized recipe, student will be able to prepare clear and thickened soups to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil
3. Poultry stock
4. Onions
5. Celery
6. Salt
7. Pepper
8. Parsley
9. Oil
10. Egg noodles
11. Chicken
12. Chives
13. Mushrooms
14. Butter
15. Flour
16. Garlic
17. Thyme
18. Half and half
19. Skillet
20. Whip
21. Stockpot
22. Serving bowls
23. Soup spoons

PRETEST:

Directions: Answer the following questions and perform the following skill activities.

Match the type of soup on the left with the specific soup names on the right.

1. clear soups	a. chicken noodle
2. thickened soups	b. cream of mushroom
	c. bouillon
	d. purees
	e. consommé
	f. cream of potato

3. Select the best definition of a broth

   a. thickened soup
   b. strained consomme
   c. liquid in which meat was simmered
   d. clarified bouillon

4. Prepare cream of tomato soup. Ask your instructor to check your skills.

5. Prepare chicken noodle soup. Ask your instructor to check your skills.

CONTENTS:

Directions: Read the following information.

Soup Classifications

Soups may be used as a main course or appetizer for a lunch or dinner. Soups used as an appetizer should stimulate the appetite and should therefore, be light, of small quantity and contain little substance. These soups require little chewing. Soups prepared for entreés are heavier and therefore, contain more substance. They take the place of an entreé. The normal portion size is 8 to 10 ounces.

There are two general types of soups from which all soups are derived. These two types are clear soups and thickened soups. Clear soups are thin and flavorful but without substance. Thickened soups have had a thickening agent added to them to make the soup thick.

The clear soup which is the basis for other clear soups is called bouillon. Bouillon may be made from beef, chicken or lamb. Bouillons may also be grouped as unclarified or clarified. Unclarified bouillons are called broths. A broth is liquid in which meat and/or vegetables are simmered. Broths are thin soups served with a variety of garnishes. Clarified bouillons are consommés. A consommé is a clear sparkling broth which has been clarified by removing sediment from the bouillon.

ACTIVITY 1:

Directions: Answer the following questions.

1. What are two general types of soups?

2. What is the difference between a broth and a consommé?

3. What does it mean when a bouillon is clarified?

The first step in removing the sediment from bouillon to make it a consommé is called decanting. To decant means to gently pour off the bouillon without stirring up the sediment. This liquid is then combined with a clarification mixture. Protein helps clarify consommés. The protein coagulates when it is heated and as it gradually coagulates, it collects additional sediment suspended in the soup. Clarification mixtures are generally made from egg whites and ground beef which are mixed with ground vegetables and ice water. As the protein gathers all the sediment and ground vegetables into a mass, it forms a raft which floats in the consommé. Generally, it takes two hours to clarify consommé. When the consommé is strained through a china cap and cheesecloth, it will be clear and sparkling. The excess fat that rises to the top of cooled consommé should be removed. Variations of consommés take the name of the garnishes used in them. Examples include; Consommé Julienne, Consommé Royale.

ACTIVITY 2:

Directions; Answer the following questions.

1. How is a broth decanted?

2. How does protein clarify bouillon?

Thickened Soups

Thickened soups include vegetables soups, pureés and cream soups. Vegetable soups contain large quantities of diced or cubed vegetables. They may also contain cereals and meats. Flour or potatoes are used to thicken vegetable soups.

Purees are soups which have the ingredients forced through a food mill. Purees made from starchy vegetables create a thick consistency from the vegetable pulp. If succulent vegetables are used, the puree may need a starch added to obtain the same consistency.

Cream soups, the most popular type of thickened soup, are also thickened with a roux. They should be smooth and velvety with a consistency of cream. Cream soups are generally named for the flavoring ingredients used in them. Thus, we have cream of potato, cream of asparagus, and cream of broccoli. It is important to prevent lumps or curdling from occuring in cream soups. Correctly combining ingredients will prevent lumps

and curdling.

ACTIVITY 3:

Directions: Answer the following questions.

1. What are three types of thickened soups?

2. What thickeners are used in thickened soups?

Thickening Agents

Cream soups may be thickened by a roux or whitewash. A variety of fats may be used such as chicken fat, bacon fat, margarine or butter. When making roux the fat is melted in a saucepan and the flour is gently stirred in. This mixture is cooked over low heat until it froths and leaves the bottom of the pan. If the roux is not cooked long enough the soup may be grainy and taste of raw starch. If the flour is browned before the fat is added, it will give the roux a toasted flavor. When mixing roux with a liquid, it is important to remember to never mix hot roux with a hot liquid. If this occurs it will make the soup lumpy. A whitewash (or slurry) is a thin flour and water paste. The slurry should be smooth to prevent lumps or uncooked starch in the sauce. Whitewash thickening adds no flavor. To combine a whitewash with a liquid, pour a little liquid into the whitewash to warm it before combining it with the rest of the liquid.

ACTIVITY 4:

Directions: Answer the following questions.

1. Name the two methods of thickening cream soups.

2. What will happen if a hot roux is added to a hot liquid?

3. How is a whitewash combined with other liquids?

Curdling

Curdling is a frequent problem with cream soups. To prevent curdling, it is important to follow these suggestions:

--Cook the roux ten minutes to make sure the flour does not separate from the fat causing a curdled look.

--When combining high acid foods with the cream sauce, heat both ingredients separately and slowly, add the acid liquid to the sauce. Heating the acid liquid will reduce its acidity

--Use all-purpose flour or rice flour. Cake flour or pastry flour will cause curdling.

ACTIVITY 5:

Directions: Answer the following question.

1. What steps should be followed to ensure a smooth velvety cream soup?

Soup Preparation

Clear soups include consommé. They are normally referred to as clear soups because the broth or bouillon is clear and flavorful. The pasta or vegetable added is more for the garnished appearance then for the texture or flavor of the soup.

Chicken noodle soup is an example of a clear soup. For 3 gallons of chicken noodle soup use a good poultry stock. Adjust the seasoning to the desired flavor to about 2 1/2 gallon of stock. Add approximately 4 medium onions chopped fine, 8 stalks of celery, chopped fine and sauteed in oil until clear but not brown, before adding to the soup. Combine 1 1/2 lbs. diced cooked poultry (light meat). Then, cook 3 lbs. of medium egg noodles until just done and shock them (pour ice water over them to stop the cooking process). Drain the noodles and add to the soup shortly before service. Return to serving temperature (180 degrees F.). Garnish with chopped parsley or chopped chives.

Soups are best garnished right before serving as a garnished pot of soup will result in out of balance seasonings.

An example of a thickened soup is cream of mushroom. For 3 gal. of cream of mushroom soup, combine 3 lbs. of washed, chopped mushrooms and two medium onions chopped fine and sauteed in 1 lb. butter. Add approximately 1 lb. all-purpose flour to make a roux. Add 1 gal. of clear poultry stock and 1 1/2 gal. lukewarm water. Bring ingredients to a slow boil using a whip to blend the roux, vegetables, and stock. Allow the soup to simmer for approximately 15 minutes. Next, adjust the seasonings: salt, white pepper, garlic, pinch of thyme or chervil. Adjust the thickness to that of a heavy cream and add 1 pint of half and half. Taste again for balance of seasonings. If the soup is too thin, use a whitewash of cornstarch, flour, or arrow root.

POSTTEST:

Directions: Prepares a clear soup such as chicken noodle and a thickened soup such as cream of mushroom. Then, complete "Soup Performance Rating Sheet."

Soup Performance Rating Sheet

After completing the soup preparations you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale:

excellent.....poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	column #1	#2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses handtool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		

3. manages time	
4. shows initiative	
5. makes sound decisions	
6. shows dependability	
7. cooperates with others	
8. contributes to a team effort	

Product Performance

1. color	
2. appearance (garnish)	
3. temperature	
4. flavor	
4. body	

SOURCE:

Kotschevar, Lendal H. QUANTITY FOOD PRODUCTION. Chaners Books. Boston, Massachuetts. 1966.

Terrell, Margaret E. PROFESSIONAL FOOD PREPARATION. John Wiley and Sons, Inc. New York, New Youk. 1971.

THE PROFESSIONAL CHEF. Cahners Books. Boston, Massachusetts. 1974.

PRETEST: **KEY**

1. a, c, e
2. b, d, f
3. c
4. instructor's satisfaction

Cream of Tomato Soup Checklist

	Yes	No
a. assembles supplies and equipment	---	---
b. follows safety procedures	---	---
c. uses personal hygiene	---	---
d. reads recipe	---	---
e. prepares ingredients	---	---
f. combines ingredients	---	---
g. works without waste	---	---
h. shows dependability	---	---
i. serves hot	---	---
j. creamy soup/no curdling	---	---

5. instructor's satisfaction

Chicken Noodle Soup Checklist

a. assembles supplies and equipment	---	---
b. follows safety procedures	---	---
c. uses personal hygiene	---	---
d. reads recipe	---	---
e. prepares ingredients	---	---
f. combines ingredients	---	---
g. works without waste	---	---
h. shows dependability	---	---
i. serves hot	---	---
j. flavorful soup	---	---

ACTIVITY 1:

1. clear and thickened
2. broth is liquid in which meat and/or vegetables are simmered; consommé is a clear sparkling broth which has been clarified by removing sediment from the bouillon

3. a clarified bouillon is a consommé

ACTIVITY 2:

1. decanted means to gently pour off the bouillon without stirring up the sediment.

2. it gathers all the sediment and forms a raft which floats in the consommé.

ACTIVITY 3:

1. vegetable, purées, cream soups

2. flour or potatoes

ACTIVITY 4:

1. roux or whitewash

2. soup will be lumpy

3. Pour a little liquid into the whitewash to warm it before combining it with the rest of the liquid.

ACTIVITY 5:

1. a. cook roux ten minutes
   b. heat cream sauce and acid foods before adding together
   c. use all-purpose flour

POSTTEST:

Average of "3" or better from "Soup Performance Rating Sheet."

6.1

MID-MANAGER . . . ASSISTS WITH EMPLOYEE PERSONNEL MANAGEMENT DUTIES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL (S):

Assists with employee personnel management duties by conducting employee interviews, reference checks, job task analysis, job descriptions, and employee evaluations.

TERMINAL PERFORMANCE OBJECTIVE (S):

During mock classroom situations, the student will be able to conduct employee interviews, reference checks, task analysis, job description, and employee evaluation as evidenced by completion of designated forms, to instructor's satisfaction.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil

PRETEST:

Directions: During a mock classroom setting, conduct an employee interview, reference check, task analysis, job description, and an employee evaluation. Use the attached forms. Your instructors will check your skills.

MOCK INTERVIEW
INTERVIEWEE RATING FORM

Name_____

Date_____

1. I see from your application that you are new to our town. What brought you to_____?

good	fair	poor

2. What prior experiences have you had in food service?

good	fair	poor

3. You will work odd hours and be expected to stay until closing on Thursdays and Fridays. Does this type of schedule fit your needs?

good	fair	poor

4. Why would you like to have this job?

good	fair	poor

5. What would like to be doing five years from now?

good	fair	poor

6. Will you have transporation to and from work?

good	fair	poor

7. What are your strengths and weaknesses as a food service employee?

good	fair	poor

8. What questions would you like to ask me?

good	fair	poor

Overall Rating: Comments:

TELEPHONE REFERENCE CHECK FORM

Name of applicant_____
Former supervisor_____
Company_____Telephone no. _____

1. _____has applied for employment with us. I would like to verify some of the information given us. When did he/she work for your company?

   From_____19_to_____19_

2. What was his/her job when he/she started to work for you?

   When he/she left?

3. How did he/she perform on the job?

4. Were you generally pleased with his/her performance?

5. Would you hire him/her again?

Comments:

Date: By:

TASK ANALYSIS FORM

Employee _____

Title _____

Company/business _____

Skill required _____

WHAT	HOW	WHY

JOB DESCRIPTION FORM

JOB_____

Primary Function:

_____

Specific Duties and Responsibilities:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

_____

Requirements of the job:

Minimum training and experience:

Working conditions:

EMPLOYEE EVALUATION FORM

Name_____S.S. No._____
Date Hired_____Job Title_____
Date Placed in Present Job_____
Department_____

Evaluator's Name_____

Period Covered: From_____to_____
Evaluator's Position_____

Attendance_____
_____
_____
Punctuality_____
_____
Discipline Action_____
_____
Safety_____
_____
Work Attitudes: satisfactory/good/poor/unsatisfactory

a. personal appearance
b. cooperation with others
c. neatness of work area
d. quantity of work
e. quality of work
f. initiative
g. judgment
h. ability to organize
i. reliability

Recommended for promotion when opening occurs yes__ no__

Recommended Actions---Strengths/Weaknesses

Employee's signature_____Date____

Supervisor's signature_____Date____

CONTENTS:

Directions: Read the following information.

The process of getting others to do a job for you is managing; and managing others means managing people, all kinds, all types, and all levels.

Each food service professional must assume that an important part of the day-to-day activities of a manager is devoted to "personnel management." This packet covers introductory level personnel management functions for the food service employee.

The Interview

Recruiting competent employees is essential to the success of any food service establishment. Applicants for the interview may be recruited from the following sources:

--internal recruitment
--recruitment through referrals
--advertising
--private employment agencies
--executive recruiters

The interview is the crux of the hiring process. In the interview the qualifications, skills, and experience of the applicant are discussed. The interviewer endeavors to obtain objective information from the applicant in order to evaluate his qualifications for a specific job.

Both the interviewer and the applicant have a great deal at stake on the outcome of the interview. As the interviewer guides the discussion, sufficient time should be given to the applicant to allow for answers to questions concerning the job and the enterprise.

The following five components are considered when conducting an interview:

--location
--atmosphere
--opening statements
--conducting the interview
--closing statements

Location

The following items should be considered when selecting a place for an interview:

--will not distract other works
--private
--neat, clean, and comfortable
--free of interruptions

Atmosphere

The interview should not be hurried, nor should it be a straight question and answer session. It should move at a leisurely pace and provide ample time for the interviewer to achieve the aim of the interview.

Opening Statements

It is essential that a pleasant and courteous business-like greeting from the interiewer begin the interview. The conversation may continue on to any subject of general interest and move into the specific business of the interview as soon as it is apparent that the applicant is at ease and rapport has been established.

Conducting the Interview

The interview is conducted to obtain specific factual information from the applicant. The fact-finding mission should be in sufficient depth to permit an appraisal of the applicant's qualifications measured against the job requirements. The greater the degree of specific information obtained, the better the interviewer will be able to translate the information into an appraisal.

Closing Statements

The closing of the interview is as important as the opening. Having evaluated the applicant during the course of the interview, the interviewer must now determine whether the applicant is qualified for the job opening.

ACTIVITY 1:

Directions: Conduct a mock interview with a classmate. Ask a second classmate to evaluate your interviewing skills. Begin the mock interview with an opening welcome to the interviewee and ask interview questions. Rate the interviewee on his/her responses. Close the interview with appropriate remarks. Use attached rating forms.

MOCK INTERVIEW
INTERVIEWEE RATING FORM

Name_____

Date_____

1. I see from your application that you are new to our town. What brought you to_____?

good	fair	poor

2. What prior experiences have you had in food service?

good	fair	poor

3. You will work odd hours and be expected to stay until closing on Thursdays and Fridays. Does this type of schedule fit your needs?

good	fair	poor

4. Why would you like to have this job?

good	fair	poor

5. What would like to be doing five years from now?

good	fair	poor

6. Will you have transporation to and from work?

good	fair	poor

7. What are your strengths and weaknesses as a food service employee?

good	fair	poor

8. What questions would you like to ask me?

good	fair	poor

Overall Rating: Comments:

MOCK INTERVIEW/
INTERVIEWER RATING FORM

Name_____ Date_____

	Good	Fair	Poor
1. Location comfortable, clean, away from other employees.			
2. Environment calm, open, pleasant.			
3. Questions asked slowly, allowing time for discussion and listening.			
4. Opening statements set tone and relax interviewee.			
5. Specific information gained.			
6. Interviewer professional, business-like yet humane and warm.			

Overall rating:

Comments:

Hiring the Employee

After the interview and before the final decision is made regarding the selection of an employee, references are checked. Either mail or telephone reference checks may be used. The list of previous employers provides a useful source for a reference check on the applicant's work record and may be a significant aid for judging the applicant's probable behavior in the job for which he/she is under consideration. To be meaningful, the reference check should also be made with the applicant's former supervisor, if possible.

The final selection of a particular applicant is the responsiblity of the supervisor to whom the individual will report after being hired. The selection decision is made by the supervisor because it is the supervisor's function to hire and fire subordinates. The supervisor is accountable for production results and because of this, he/she should be responsible for deciding who his/her workers will be. In making the decision to hire, the supervisor will have greater incentive in seeing to it that the decision is a good one.

Policies and Procedures

Personnel policies and procedures are guidelines for both the employee and employer. Initially, the employee is exposed to the policies and procedures during the company training program and then through other means such as the employee handbook and employee bulletin board.

During employee training programs the following steps will be followed:

--all benefits, compensation, overtime, work schedule meal privileges, salary, days off, etc. are clearly communicated

--a written job description is presented to the employee, clearly stating all duties.

--the employee receives a copy of the personnel handbook, an organizational chart, and any other available written information about the food service establishment.

--introductions are made to fellow workers, department heads, and all levels of management

--specific job duties are explained two or three times with each small part of the job explained

--the new employee is encouraged to try and practice all aspects of his/her new job and is encouraged to ask questions and request additional training when needed.

ACTIVITY 2:

Directions: Conduct a mock telephone reference check. Ask a classmate to role play the former supervisor of the applicant in question. Use the following form:

TELEPHONE REFERENCE CHECK FORM

Name of applicant_____

Former supervisor_____

Company_____Telephone no._____

1. _____has applied for employment with us. I would like to verify some of the information given us. When did he/she work for your company?

   From_____19_to_____19_

2. What was his/her job when he/she started to work for you?

3. How did he/she perform on the job?

4. Were you generally pleased with his/her performance?

5. Would you hire him/her again?

Comments:

Date: By:

analysis helps match the qualifications of the individual to the requirements of the specific job.

Four specifics go into the analysis of any job. The "what," "how," and "why" describe the nature and scope of the job. The "skill" factor measures the degree of difficulty of the job.

The what of a task analysis lists factually and exactly what the worker does, whether it be physical or mental work. Each of these actions is described by action verbs as:

--"carries" trays
--"mops" tile and wood floors
--"plans" a chef special

How the tasks of the job are performed involves the worker's methods to accomplish the tasks. These methods may be physical such as through the use of equipment, machinery, or tools, or it may be mental, to the extent to which mental ability is required. Some examples are:

--polishes floors using an electric floor polisher
--saws meat with an electric hand saw
--extends invoices by using a caculator

The why of the job outlines its scope and gives justification for what is done and how it is performed.

The amount of difficulty in the job is expressed in the skill requirement. Whether the job is manual, professional, administrative, clerical, or managerial, the skill tells of the knowledge, ability, or other characteristics required of a worker for the job.

ACTIVITY 3:

Directions: Observe an employee on-the-job. Complete a task analysis for his/her job by identifying the major functons of his/her job. Use the following form:

TASK ANALYSIS FORM

Employee_____

Title_____Business_____
Skill required_____

What How Why

Job Description

The job description describes the work performed, responsibilities, skills or training required, conditions under which the job is performed, and the personal qualifications required. A number of identical positions may be covered by one job description.

A job description should contain each of the following sections:

--primary function
This is a brief statement of the whole job. It should provide a clear and direct understanding of the work performed and the level at which it is performed. It should include a statement indicating the degree of supervision required. Concise wording and action verbs should be used.

--specific duties and responsibilities
This section should be sufficiently detailed for an individual not otherwise familiar with the job to have a grasp of the mental skill and the overall responsibility required.

--requirements of the job
This section covers the minimum education, specialized training, and experience required by the job.

The job description is an integral part of job analysis and meaningfully sets forth the basic components of the job so that it may be understood and evaluated.

ACTIVITY 4:

Directions: Write a description for a job with which you are familiar. Consult the DICTIONARY OF OCCUPATIONAL TITLES for specific information on the particular job. Use the following form:

JOB DESCRIPTION FORM

Job_____

Primary function:_____

_____

Specific duties and responsibilities:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Requirements of the job:

Minimum training and experience:

Working conditions:

Evaluating Employee Performance

Evaluation is helpful for promotion, growth on the job, and termination. The most important reason for conducting an annual evaluation is to establish a scheduled time for every person to have a private discussion with their supervisors to discuss job performance.

Appraising the performance of an employee is often a difficult and tense experience for both the supervisor and the employee. The use of good interviewing techniques is encouraged so that the evaluation will be a positive and productive learning experience. Some part of the evaluation will cover methods of improving job performance. No one likes to be criticized, and this part of the evaluation must be handled with care and sensitivity. Encouragement to continue growth through training or additional education during off-hours should be part of each evaluation session.

ACTIVITY 5:

Directions: Complete the following Employee Evaluation Form with mock data. Ask another classmate to role play the part of an employee. Discuss the evaluation form with the "employee". Ask for their signature on the form and then file the form for future reference.

EMPLOYEE EVALUATION FORM

Name_____S.S. NO._____
Date Hired_____Job Title_____
Date Place in Present Job_____
Department_____

Evaluator's Name_____
Period Covered: From_____to_____
Evaluator's Position_____

Attendance

Punctuality

Discipline Action

Safety

Work Attitudes

satisfactory/good/poor/unsatisfactory

a. personal appearance
b. cooperation with others
c. neatness of work area
d. quantity of work
e. quality of work
f. initiative
g. judgment
h. ability to organize
i. reliability

Recommended for promotion when opening occurs: yes__ no__

Recommended Action---Strengths-Weaknesses

Employee's signature_____Date_____

Supervisor's signature_____Date_____

Layoffs, Transfers, and Promotions

The employee evaluation process may be effectively used to determine which employees are performing at satisfactory levels and which ones are not. Employee performance is the basis for layoffs, transfers, and promotions. The evaluation process provides data for decision making and systematically records specific employee information.

SOURCES:

Birchfield, John. FOOD SERVICE OPERATIONS MANUAL. CBI Publishing Company. Boston, Massachusetts. 1979

Zabka, John R. PERSONNEL MANAGEMENT AND HUMAN RELATIONS. ITT Educational Services, Inc. New York, New York. 1971

POSTTEST:

Directions: During a mock classroom setting, conduct an employee interview, reference check, task analysis, job description, and an employee evaluation. Use the attached forms. Your instructor will check your skills.

MOCK INTERVIEW
INTERVIEWEE RATING FORM

Name_____Date_____

	Good	Fair	Poor
1. I see from your application that you are new to our town. What brought you to_____?			
2. What prior experience have you have in food service?			
3. You will work odd hours and be expected to stay until closing on Thursdays and Fridays Does this type of schedule fit your needs?			
4. Why would you like to have this job?			
5. What would you like to be doing five years from now?			
6. Will you have transportation to and from work?			
7. What are your strengths and weaknesses as a food service employee?			
8. What questions would you like to ask me?			

Overall rating:

Comments:

TELEPHONE REFERENCE CHECK FORM

Name of applicant_____
Former supervisor_____
Company_____Telephone no._____

1. _____has applied for employment with us. I would like to verify some of the information given us. When did he/she work for your company?

   From_____19_to_____9___

2. What was his/her job when he/she started to work for you?

   When he/she left?

3. How did he/she perform on the job?

4. Were you generally pleased with his/her performance?

5. Would you hire him/her again?

Comments:

Date:_____By:_____

TASK ANALYSIS FORM

Employee_____
Title_____Company/Business_____
Skill required_____
_____

What How Why

JOB DESCRIPTION FORM

Job_____

Primary Function:_____

Specific Duties and Responsibilities:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Requirements of the job:

Minimum training and experience:

Working conditions:

EMPLOYEE EVALUATION FORM

Name_____S.S.NO._____
Date hired_____Job Title_____
Date Placed in Present Job_____
Department_____

Evaluator's Name_____

Period Covered: From_____to_____

Evaluator's Position_____

Attendance

Punctuality

Discipline Action

Safety

Work Attitudes

satisfactory/good/poor/unsatisfactory

a. personal appearance
b. cooperation with others
c. neatness of work area
d. quantity of work
e. quality of work
f. initiative
g. judgment
h. ability to organize
i. reliabilty

Recommended for promotion when opening occurs yes__no___

Recommended Actions---Strengths/Weaknesses

Employee's signature_____Date_____
Supervisor's signature_____Date_____

PRETEST: **KEY**

Instructor's satisfaction

ACTIVITY 1:

Instructor's satisfaction

ACTIVITY 2:

Instructor's satisfaction

ACTIVITY 3:

Instructor's satisfaction

ACTIVITY 4:

Instructor's satisfaction

ACTIVITY 5:

Instructor's satisfaction

POSTTEST:

Instructor's satisfaction

6.2
MID-MANAGER . . . . . ASSISTS WITH FOOD AND BEVERAGE COST CONTROL PROCEDURES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILLS (S):

Assists in food and beverage cost-control procedures through purchasing, receiving, storing, requistioning, and inventory of food and beverage supplies for the food service establishment.

TERMINAL PERFORMANCE OBJECTIVE(S)

Given the opportunity to assist in food and beverage cost-control procedures, the student will be able to follow purchasing, receiving, storing, requisition, and inventory procedures as determined by the employee review form completed by his/her supervisor.

MATERIALS NEEDED:

1. This packet
2. Pen or pencil

PRETEST:

Directions: Answer the following questions and perform the following skill activity.

1. What factors should be considered when selecting a purveyor?
   a.
   b.
   c.

2. What information must be recorded when placing telephone orders?
   a.
   b.
   c.
   d.
   e.
   f.

3. How should a receiving clerk determine whether to accept or reject a delivery?
   a.
   b.
   c.

4. How should the storeroom be set up?
   a.
   b.
   c.
   d.

5. List the procedures for requisitioning and issuing supplies.
   a.
   b.
   c.
   d.

6. Complete a physical inventory using the following sheet.

Date: _____ Name: _____

Location: _____ Department: _____

QUANTITY	ITEM	PRICE	UNIT	EXTENSION

201

CONTENTS:

Directions: Read the following information.

The better organized the food establishment business is, the more efficiently it can run. This packet on food and beverage cost-control procedures identifies some fundamental management concepts to aid in the overall management of food and beverage cost-control.

Purchase Food Supplies and Beverages

Purchasing is very important to the success of a food service establishment. The person in charge of purchasing must be trained in the mechanics and procedures of effective buying.

Any food service establishment that purchases foods in quantity should definitely use written specifications. Specifications should set down in writing standards needed in a product according to the specific intended use of the product.

Ideally, an individual purchase specification sheet or card should be used for each item to be purchased. The specification sheet or card should contain:

--name of product
--intended use
--grade or quality
--basic unit on which prices are quoted
--other factors needed to exactly describe and identify the item

To achieve organized and efficient purchasing, use the "four W's" as a guide:

--WHAT foods will you need to purchase and what quantities do you need?
--WHEN do you need the food item?
--WHERE will the food and beverage items be purchased?
--WHY is the item needed?

To determine the quantities of items to purchase, the purchasing agent will first check to see how much of an item is on hand. Then, enough new items are ordered to bring the supply up to the desired level. For example, if 6 cases of tomato sauce are generally kept on hand and only 3 cases are in storage, an additional 3 cases will be purchased. It's important to have items purchased and on the premises in plenty of time for use, yet, if too much is purchased - too early - items can spoil.

Obtain Food Bids

Generally, open market quotation purchasing is the most widely used method. This method involves getting price quotations from two or more suppliers per article. The purchasing agent should then decide which purveyor to use. While price is an important consideration,

other factors such as service, quality, and dependability should also be considered.

Order Food

Purveyors are very important to a food service operation. They have a big influence on the success or failure of the food service establishment. Established times during the day should be set up when salespeople are welcome to call for specific orders and/or to introduce a new product.

Many orders will be placed by telephone. An organized procedure should be followed to make the ordering efficient. Write everything down including:

--purveyor
--date
--item
--price
--quality
--quantity
--date to be delivered

Use of Convenience and Pre-Portioned Foods

Use of convenience items and pre-portioned foods can increase or decrease the total food cost, depending on how effectively they are purchased and used in the food service establishment.

To make the best decision regarding use of these items all aspects must be carefully considered such as:

--food cost
--labor cost
--quality control
--quantity control
--overhead
--equipment use
--storage facilities
--customer acceptance
--food waste

ACTIVITY 1:

Directions: Answer the following questions.

1. Why are written specifications used for food purchasing?

2. What is generally included in a written specification sheet or card?

3. What factors should be considered when selecting the purveyor to use for each food item?

4. When orders are placed, what information must be recorded?

5. Determine the amounts needed for each of the following items:

	ITEM	AMOUNT REQUIRED	AMOUNT ON HAND	AMOUNT NEEDED
1.	Corn	12 #10	3 #10	
2.	Green beans	3 #10	3 #10	
3.	Broccoli	10 2# boxes	6 2# boxes	
4.	Green peas	20#	10#	
5.	Carrots	9 #10	None	
6.	Milk	9 gal	6 gal	
7.	Corn meal	3#	6#	
8.	Flour	3 oz	1#	
9.	Frozen corn	40#	60#	
10.	Corn on cob	96 count	13 count	
11.	Ground beef	20#	9#	
12.	Chicken	10	None	

6. Complete the following chart using the information given. Order by the pack size. No broken packs can be orderd.

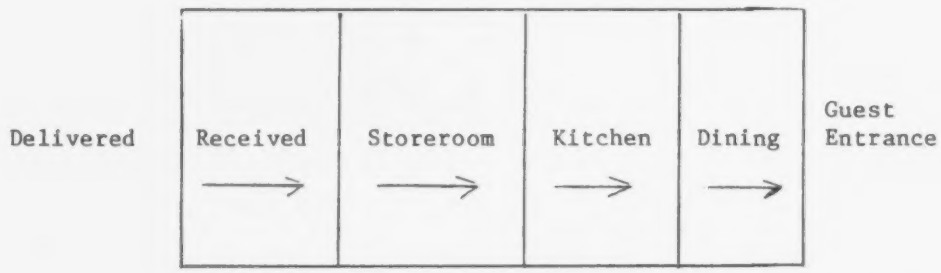
	AMOUNT REQUIRED	PACK	AMOUNT TO ORDER
1.	3 #10 of green beans	6/#10 case	
2.	9 #10 corn	6/#10 case	
3.	9# WKY corn	20# case	
4.	3 1/2 #10 carrots	6/#10 case	
5.	6 2# box broccoli	12/2# box case	
6.	23# ground beef	25# box	
7.	3 #10 mixed vegetables	6/#10 case	
8.	14 #10 beets	6/#10 case	
9.	2 #10 peppers	6/#10 case	
10.	9# flour	25# sack	
11.	33# corn meal	20# sack	
12.	12 heads lettuce	24 head case	

Receive Food Supplies

The two main reasons for receiving controls are:

--to make sure items received are those ordered
--to make sure items received are those paid for

The best facility arrangement for receiving supplies is illustrated below:



This horizontal flow of goods allows goods to progress quickly and directly from receiving to the kitchen or the storage area, depending on where they are needed.

All incoming supplies/items will be compared/weighed/counted against purchase specifications. Therefore, at the receiving entrance a large scale and a hand truck or dolly should be available.

The receiving person should check the purveyor's invoice, count the items, and compare items received with the purchase specifications. If quality is correct and the count and/or weight matches the purveyor's invoice, the receiving clerk will sign the invoice. He/she also should check to see that the correct account number has been used. The receiving person will keep one copy of the invoice and return one copy to the delivery person.

Any items that are unsatisfactory because they are the wrong weight or they fail to meet the specifications should be refused, returned to the driver, and taken back to the purveyor. The invoice must be balanced and a written record made of the item before sending back with purchasing agent.

Food Report Forms

A written record should be kept on all foods received. Items to list on the form are:

--date
--quantity
--price unit
--invoice number
--description
--purveyor
--unit price
--amount
--total amount
--distribution (direct or storeroom purchase)

ACTIVITY 2:

Directions: Answer the following questions.

1. How should the receiving clerk determine whether to accept or reject an order?

2. What information should be recorded when food items are received?

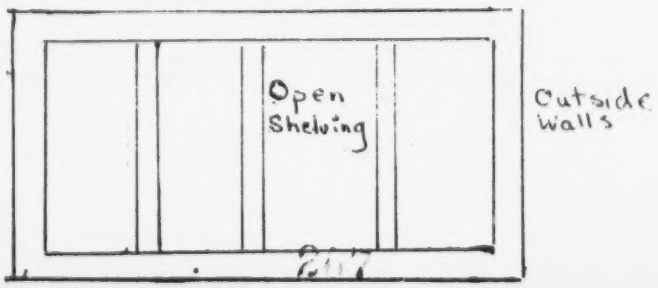
Store Food Supplies

If too many goods are in the storeroom, money is tied up in inventory. If sufficient goods are not in storage, the operation will be ineffective. Generally, it is better to buy five cases of an item and have this supply last two or three weeks than it is to buy one case every two or three days.

Stock should be rotated or rearranged so that the oldest items are used before the newest items. It is best to always rotate stock to avoid having items deteriorate in the storage area. Also the rule of top left, first out must be used so employees know which item in a row of six should go out first.

The Storeroom

Ideally, storerooms should be dry and moderately cool. The best physical layout uses floor-to-ceiling shelving clustered in the middle of the room with outside walls bare and open for passageways. Stock rotation with this type of shelving allows old goods to be pushed forward and new goods to be placed behind.



The storeroom should be kept clean, neat, and orderly at all times. Food items should be placed on shelves, or at least pallets to keep them raised above the floor to avoid contamination from rodent or insect infestation. Even air circulation around the goods will extend the storage life.

Date and Price Products

All items should be stamped with the date received and price paid. As each item is requisitioned, the price is then easily recorded. This method is just as helpful for evaluating inventories, too. The date on the can or bottle or box will keep a precise record of when the item arrived in the storeroom. This practice helps in stock rotation and helps to make sure that the oldest items are used first.

ACTIVITY 3:

Directions: Answer the following questions.

1. What does FIFO mean?

2. Why are items for storage marked with the unit price and date?

3. How should the storage area be set up?

Security

Good locks should be used for all dry storerooms, refrigerators, and freezers. A small chain should be attached to the lock so that it will not be lost or stolen during the day when the storeroom is open. All keys should be marked. Long shank, bicycle-type locks are not recommended because they are not well constructed and can easily be opened by a sharp blow from a hammer. The ideal lock is the type built into refrigerators and freezers.

If possible, the back door to the receiving area should be locked at all times unless the receiving personnel are present. An outside bell may be used to signal the receiving clerk that a delivery has arrived.

Cooks, salad preparation workers, and other personnel should be allowed to have access to storage areas. Sufficient quantitites of food supplies should be issued in the kitchen area only by requisition and only during certain time periods.

Requisition and Issue Food Supplies

The requisition helps control food costs by keeping track of where different food items are in the food service establishment. To issue food items from the requisition, follow these steps:

--all signed completed requisitions are presented to the storeroom clerk at the appropriate time; usually the night before the next morning's issue.

--the clerk finds items in the storeroom, always taking the oldest stock and issuing it first.
--the clerk finds unit prices marked on the items, records them on the requisition, and gives the item to the individual who requisitioned them.

The requisition form should have spaces to write in the quantity, description of the article, unit price, and dollar value for the total of each item. There should also be a space for the signature of the person who requisitioned the items. And there should be space for the signature of the person who did the issuing from the storeroom and a place to put in the date and time.

Inventory Food Supplies

The inventory gives estimated dollar value for all goods on hand. There are several ways to valuate (put a value on) the inventory. The most commonly used method of valuation in food service establishments is to use the actual cost of each item. The actual cost can be taken from each marked item on inventory.

A physical inventory should be taken at the end of each month. The result of the physical inventory should be compared with the results of a computed dollar amount of inventory. The physical inventory figure and the calculated inventory figure should be within one percent of each other.

Inventory should be taken in the main areas only and at the same time of day every month, preferably before the morning requistion issue.

Determine Food Costs

Food costs mean all the money spent to prepare meals served in the food service establishment. Food costs include only food and beverage items, it does not include labor, overhead (paper goods, china, equipment, soaps, etc.) and profit. Food cost information is used to determine menu prices, food quality, and overall efficiency of the food service operation.

The easiest method to determine food costs is to keep daily records of food purchases and food sales, and then figure food cost percentages. Food cost percentages means the percent of the sales dollar that is spent for food. The food cost percent may range between 28% and 60%.

SOURCES:

Keister, Douglas C. FOOD AND BEVERAGE CONTROL. Prentice-Hall, Inc. Englewood Cliffs. New Jersey, 1977.

Birchfield, John. FOOD SERVICE OPERATIONS MANUAL. CBI Publishing Company. Boston, Massachusetts. 1979.

FOOD INVENTORY FORM

ITEM	SPECIFICATION	PRICE PURVEYOR 1	PRICE PURVEYOR 2	PRICE PURVEYOR 3	INV.	ORDER FROM

ACTIVITY 4:

Directions: Answer the following questions.

1. List the procedure for requisitioning and issuing food supplies.

2. How close should the physical inventory and the calculated inventory figures be?

3. How often should a physical inventory be taken?

POSTTEST:

Directions: Answer the following questions.

1. The term which means, "Information set down in writing to identify standards needed in a product" is

   a. food purchasing procedures
   b. written specifications
   c. product quality/quantity procedures
   d. the four w's

2. Generally, _____ _____ _____ purchasing is the most widely used method for obtaining food bids.

   a. open market quotation
   b. single supplier procedure
   c. direct bid quotation
   d. price comparison selection

3. Ideally, goods received should follow a straight path from delivery to dining room. Select the logical horizontal flow of goods from below.

   a. delivery, kitchen, storeroom
   b. receiving, delivery, dining room
   c. delivery, storeroom, kitchen
   d. kitchen, storeroom, delivery

4. All incoming goods should be compared/weighed/counted to determine whether they should be received or rejected.

   a. true
   b. false

5. If 100 beef steaks are delivered at 10 oz. each instead of 8 oz. each, they should be accepted because they will yield a high quantity steak for the guest.

   a. true
   b. false

6. Rejected goods should first be accepted so purchase orders can be kept orderly. The next day, the undesirable goods should be sent back.

   a. true
   b. false

7. The term, "FIFO", means:

   a. use newest stock first
   b. do not waste goods

c. keep stock fresh
d. use oldest stock first

8. The best shelving for the storeroom is:

a. floor-to-ceiling clusters
b. pallets
c. closed-wall shelving

9. If a case of 10# green beans cost $28.00 and contained 6 cans, what unit price should be stamped on each can?

a. $1.00
b. $3.67
c. $ .36
d. $2.80

10. The common procedure for food requisitioning for the prep cook is to

a. enter the storeroom and take needed supplies
b. list needed supplies and submit to storeroom clerk
c. wait until serving time and then make needs known
d. keep enough goods on hand so requisitioning is not needed

PRETEST: **KEY**

1. a. quoted food price
   b. service
   c. quality/dependabilty

2. a. date
   b. quality
   c. quantity
   d. date of delivery
   e. purveyor
   f. price

3. a. check invoice, count items
   b. compare items with purchase
   c. specifications; accept if quality is correct, count and/or weight matches invoices

4. a. dry and moderately cool
   b. floor-to-ceiling shelving/stock rotated
   c. clean, neat, orderly
   d. supplies raised above floor

5. a. signed requisitions given to storeroom clerk
   b. clerk fills orders
   c. clerk marks unit prices on items
   d. items issued to persons who requisitioned them

6. instructor's statisfaction

ACTIVITY 1:

1. They contain standards needed in a product based on intended use of that product

2. name of product; intended use; grade or quality; basic unit on which prices are quoted; any other factors needed to exactly describe and identify the item

3. quoted price, service, quality, dependability

4. date
   quality
   quantity
   date to be delivered
   purveyor
   price

5. 1. 9 #10
   2. ----
   3. 4 2# boxes
   4 10#
   5 9 #10

6. 3 gal
7. ----
8. ----
9. ----
10. 83 count
11. 11#
12. 10

6. 1. 1
2. 2
3. 3
4. 3
5. 2
6. 1
7. 2
8. 3
9. 3
10. 3
11. 2
12. 2

ACTIVITY 2:

1. He/she should check the purveyor's invoice, count the items, and compare items received with the purchase specifications.

2. quantity
price unit
invoice number
description
purveyor
unit price
amount
total amount
distribution

ACTIVITY 3:

1. item first into storage is item first used from storage

2. to record the date received and the unit price paid so items are not allowed to spoil and unit prices can be easily transferred to requisitions

3. with open shelving or pallets and kept neat and clean

ACTIVITY 4:

1. --food items are requisitioned for intended needs
--requisitions are signed
--storeroom clerk fills requisition and records unit price of each item on requisition
--items are issued and placed in kitchen

2. 1%

3. monthly

POSTTEST

1. a

2. a

3. c

4. a

5. b

6. b

7. d

8. a

9. b

10. b

6.3
MID-MANAGER . . . . . ASSISTS WITH EQUIPMENT COST CONTROLS PROCEDURES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL(S):

Assists in equipment cost-control procedures through determining equipment needs, inventorying equipment, keeping maintenance records, and using equipment efficiently.

TERMINAL PERFORMANCE OBJECTIVE(S):

Given a paper and pencil posttest, the student will be able to determine equipment needs, inventory equipment, keep maintenance records, and use equipment efficiently as evidenced by completion of test with 90 out of 100 correct.

MATERIALS NEEDED:

1. This packet
2. Paper or pencil

PRETEST:

Directions: Answer the following questions and perform the following skill activities.

1. List at least four factors to consider when planning for new equipment.

   a.
   b.
   c.
   d.

2. Using the rule of placing equipment where it is first or most frequently used, select the best placement for the pot and pan washing area:

   a. near receiving
   b. near vegetable preparation
   c. near garbage storage
   d. near preparation cooking/baking

3. Use your present quantity food area. Inventory all equipment by major categories. Ask your instructor to check your skills.

4. Complete a maintenance sheet or card for one piece of equipment in your present quantity food area. Ask your instructor to check your skills.

5. List at least four ways to operate equipment efficiently.

   a.
   b.
   c.
   d.

CONTENTS:

Directions: Read the following information.

Cost-control encompasses food, beverage, labor, and equipment control. Good cost-control is based on a system of records that serves as a tool to operate a food service business within predetermined financial limits. This packet covers basic information about equipment cost-control.

Determine Equipment Needs

Operational aspects of the food business help determine equipment needs. Some of these include:

--what type of food service business is planned?
--how many people are to be served?
--how many will be seated at one time?
--what will be the hours and style of service?
--what is the menu pattern?
--in what form will food be purchased? How often?
--what equipment and of what capacities will be required for the preparation and service of the menus?
--how many employees will be in the kitchen and service areas at one time?

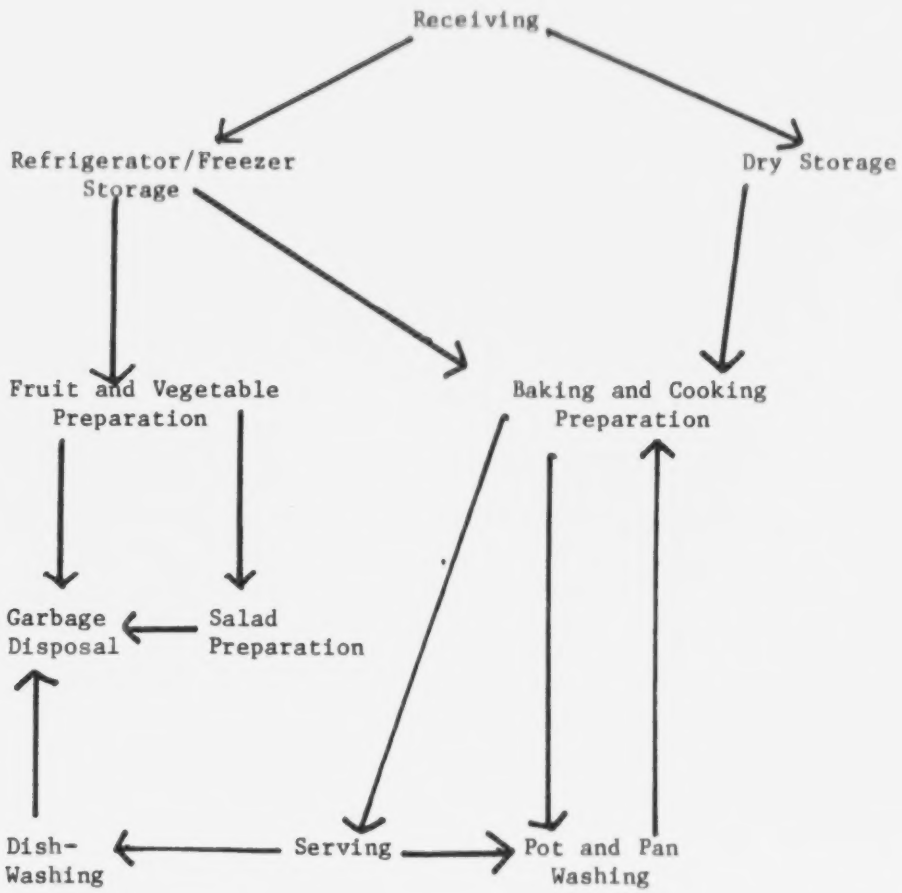
Planning for Equipment Needs

When planning for equipment needs, the type of physical layout design will influence equipment needs. Provisions must be made for all anticipated activities and future growth and development of the food service establishment. The following layout design factors should be considered:

--space allowances; adequate space for preparation and service

--space relationships and arrangement of equipment; equipment should be positioned where it will be first or frequently used. The flow from receiving to service should follow a straight line, as in the following illustration:

FLOW CHART
FOR
FOOD PREPARATION AND SERVING



Purchasing Equipment

Before final decisions are made, individual pieces of equipment should be considered as to design; materials in relation to suitability for the purpose, durability, and cleanability; construction and safety, size and or capacity; installation, operation, and performance; maintenance and replacement of parts. Cost and method of purchase are also major considerations in the selection of equipment.

Consensus is that equipment of good quality is the most economical. Generally, if the amount of money is limited, it is better to buy a few well-chosen pieces of equipment that will meet basic needs and make additions as funds are available than to purchase many pieces of inferior quality equipment which will need to be replaced in a short time.

The initial cost of equipment is influenced by the size, materials used, quality of workmanship, construction, including special mechanical features, and finish of the piece of equipment.

A set of written specifications including brand name and model number must be compiled when making equipment purchases. When bids are solicited on an open and competitive basis, usually the contract is awarded to the lowest bidder.

Installing Equipment

Proper equipment installation is a necessity for the successful operation of all equipment. The dealer from whom the equipment was purchased may not be responsible for its installation but he/she will supervise the installation to insure that the equipment will function properly. The new equipment will be performance tested to see that it meets the needed standards. After the installation is complete and checked to see that it is installed properly, the dealer will demonstrate and instruct personnel in the operation and maintenance of the equipment. Usually contracts guarantee necessary adjustments and some service for a period of one year following the completion date.

ACTIVITY 1:

Directions: (a) determine the need for one new piece of equipment for your present quantity food lab.
(b) prepare a sketch of the best place in the kitchen or serving area for this new item.
(c) invite an equipment salesperson to come to your class as a guest speaker. Discuss with him/her in advance the specific piece of equipment in which you are interested. Ask him/her to discuss with the class the following items:

--specific models available
--prices
--operating procedures
--installation needs
--purchasing procedures
--estimated "life" of the item
--other

Equipment Inventory

Specific equipment needs vary by the type of institution, yet all equipment can be classified into small equipment, large equipment, china, glassware, flatware, and miscellaneous. The following list contains a basic inventory of items that might be needed for a 180 to 200 seat full service restaurant.

SMALL EQUIPMENT

Baking and counter insets
  10 x 12 x 4 in.
  20 x 12 x 8 in.
  With covers
Brazier, with cover, 28 qt.
Brushes
  Baker's, 6 in. white fiber
  Pastry, round
Can opener, heavy duty
  mincing knife
Cleaver, meat, 2 3/4 lb; 8 in. blade
Colander, heavy duty, 11 qt.
Counter insets
  Round, 7 qt.
  Round, 11 qt.
Cutlery: hardwood handles, carbon tool-steel blades, attached with three inset rivets; full length tong.
  Forks, wooden handle (cutlery are usually cook's
    12 in. supply items)
  Knives
    Boning, 6 in.
    French, 12 in.
    Fruit, serrated, 4 1/2 in.
    Grapefruit knife, 14 in. sharpening steel
    Paring, 3 in.
    Slicing, 12 in.
    Steak, 10 in.
    Three way sharpening stone 10 in.
Cutters (cutters are chef's specialty items)
  Dough, 6 in.
Cutting boards, solid
  18 x 18 x 2 in.
Egg beaters, rotary type
Egg slicer

Frying pans, cast iron
  14 in.
Funnels
  1 qt. 6 1/2 in. diam.
  2 qt. 9 in. diam.
Garbage cans, 33 gal.
Grater, flat, heavy duty, set of 3 (large, medium, small)
Ice cream dippers (used for different food portions; should be purchased for specific food)

no. 8 (largest)	no. 20
no. 10	no. 24
no. 12	no. 30
no. 16	no. 40

Ladles, stainless steel
  1 oz. solid
  2 oz. solid
  4 oz. solid
  6 oz. solid
  8 oz. solid
  14 oz. perforated
Measuring equipment, semi-heavy
  Measuring spoons, set (1/4t, 1/2t, 1T)
  1 cup measures
Measuring equipment, semi-heavy
  2 qt. measures
  1 gal. measures

*If no disposers, additional garbage paid of 6 and 8 gal.capacity

Mixing bowls, stainless steel
  1 1/2 qt.
  4 qt.
  6 qt.
  30 qt. with dolly cart
Mop pails, 16 qt. with wringers on casters
Paddles
  Oven, 44 in. handle
  Mixing, overall 36 in.
Pans
  Loaf or bread pans, 1 lb capacity
  Pie pans, 9 in. diam, aluminum
  Pudding or baking pans, 12 x 18 x 2 1/2 in.
Sauce pans
  2 1/2 qt.
  6 qt.
  8 in. saute pans
  14 in. saute pans
Sauce pots with covers
  14 qt.
Stock pots with covers, 24 qt.
Pastry bag and star tips
Pitchers
  2 qt.
  4 qt.
Roaster, 16 x 20 x 4 1/2 in.
Roaster top, 16 x 20 x 4 1/2 in.

Rolling pins, freewheeling, 18in.
Scales
  Platform beam scale, 500 lb capacity
  Portion scale, 5 lb. x 1/8 oz.
Scoops, heavy duty
  1 pt.
  1 qt.
Scrapers, rubber
  Institution size
  Small size
Serving utensils
  Cake turners, 8 x 3 in.
  Pie servers, 6 1/2 in.
  Serving spoons, 13 in.
    Solid, stainless steel
    Slotted, stainless steel
    Perforated, stainless steel
  Tongs, hamburger
Skewers
Skimmers
  4 1/2 in. diam. blade
Spatulas, heavy duty, stainless steel
  6 in.
  8 in.
  Butter spreader, 4 in.
Stools, heavy metal, kitchen
Strainers
  Chinese, 5 qt.
  Wire reinforced, heavy duty
    4 in. diam.
Thermometers
  Candy
  Meat, dial type
  Oven
Trays
  Composition or plastic
  *14 x 18 in.
  Metal, 18 x 22 in.
Whips, wire
  16 in.
  16 in. (french)
  24 in. (french)

LARGE EQUIPMENT*

A. Preparation Areas
Attendance-time recorder with metal card racks
Cupboard or utensil rack for pot and pan storage
Disposers
Exhaust hood
Food cutter
Fryers, deep-fat, gas or electric
Gas or electric plate, 2-burner, heavy duty
Linen for employees

Meat slicer, electric
Mixer, with standard equipment
  80-40 qt.
  20-12 qt.
  5 qt.
Ovens
  Roast stack oven, 2 shelf
Racks
  Platform racks, portable, for refrigerator storage
  Portable, shelved racks for refrigerator storage
Range unit, institution size
Refrigerators
  Pass through, 65 cu. ft. capacity
  Reach in
  Walk in (as needed) with low temperature storage section
Sinks
  Handwashing
  Vegetable preparation, 2 compartment
  (plus 1 in cook's table and 1 in salad preparation table)
Steam jacketed kettles
  5 gal.
  10 gal.
  Steamer, 3 compartment with timer
Tables
  Baker's work table with portable storage bins (3 or 4)
  Cook's work table with sink and pan rack
  Portable tables
  Salad work table with sink and refrigerated storage underneath

B. Serving Area
Cafeteria counter with tray slide
Cabinets for dish storage
Coffee urn with stand
Counter cabinets (back bar)
Toaster, rotary
Tray stands, chrome steel without shelves, and with rubber shoes

C. Dishwashing and Clean-Up Area
Clean and soiled dish tables, with disposer
Dishwasher, 2 tank
Dish trucks to transport clean dishes
Mop and broom storage closet
Pot and pan washing sink, 3 compartment, with drainboards
Trash and garbage can rinser and sterilizer

CHINA

Cooking china
Souffle or casseroles
Crepe dish
Bouillion cups
Ramekins
*Celery dishes, 9 3/4 in.
Cereal bowls

Fruit dishes
Creamer jugs
Dinner plates
Bread and butter plates
*Salad plates or bowls
Sugar cup or holder
Teacups
Tea saucers

GLASSWARE

Salt and peppers with stainless steel tops
Sherbets, low footed
Beverage
Juice

SILVERWARE

Teaspoon
Iced teaspoon
Knife
Fork
Salad fork
Steak knife
*salad forks, individual (optional)
*tablespoons

MISCELLANEOUS AND FOR SPECIAL SERVICES AS NEEDED

bonbon dish
Cake stand
Glass serving plates, 13 in.
Parfait glasses
Punch bowls
Punch cups
Punch ladles
Taper holders, glass

ACTIVITY 2:

Directions: Inventory small equipment, large equipment, china, glassware, flatware, and miscellaneous items in your food service facility. Use the following form:

EQUPMENT INVENTORY

ITEMS	QUANTITY

Equipment Maintenance

The cost of care and upkeep on a piece of equipment may determine whether or not its purchase and use are justified.

The care and repair of electrical equipment represents a major item in the maintenance cost of many food service establishments. Arrangements for such maintenance are commonly made with the maintenance department on a contract basis, covering weekly inspection and other checkups necessary for good maintenance.

A folder or file for each piece of equipment to record maintenance and operations is helpful for equipment control. Each file should contain the following information:

EQUIPMENT RECORD

Name of equipment_____Location_____
Date purchased_____Tag number_____
New_____Used_____Manufacturer_____
Serial no._____Model no._____
Purchase from_____
H.P._____K.W._____KVA_____
VOLTS_____AMPS_____Phase_____
BTU's per hour input

Warranty

Maintenance schedule information location

Service and parts manual location

ACTIVITY 3:

Directions: Select one piece of equipment in your food service lab. Complete a detailed equipment record for this item.

Equipment Control

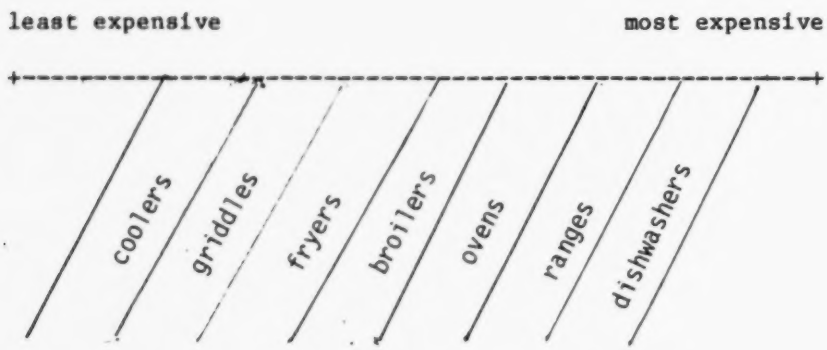
Control of equipment is a complex task in the food service industry because much of the equipment is moved from place to place each day. For control purposes, the following equipment categories are helpful for inventory records:

—capital equipment (fixed), such as stoves and grills

--capital equipment (movable), such as mixers
--china, glass, silver, linen, and kitchen utensils; these equipment items represent the largest loss for the food operation because of pilferage by employees and guests, loss in trash or garbage cans, and mishandling and misplacement.

Energy Efficient Equipment

Any reduction in energy consumption of energy intensive equipment translates into dollars saved. Typical operating costs per hour vary by type of equipment. The following continuum illustrates least to most expensive per hour equipment costs:



Energy Efficient Procedures

By utilizing simple energy-conscious preparation procedures such as the following, significant energy reductions will result:

Cooking & Baking Procedures

Set cooking temperature as low as possible while still maintaining quality and safe cooking procedures.

Keep lids on pots and pans while cooking to reduce heat requirements.

Turn off heating units and food warmers immediately when not in use.

Cook items requiring lowest temperature first if possible, when using the same unit for baking.

Preheat ovens only for baked goods.

Use hot tap water (110 degrees F.) when possible as the heating costs are less than heating water from scratch.

Thawing Procedures

Thaw foods in the refrigerator for food safety and energy efficiency.

Equipment Placement/Usage Procedure

Place heating equipment away from cooling equipment.

Use timers to control all cooling and warming units automatically.

Maintain proper schedules of equipment use.

Cooling equipment for personnel comfort should be placed so as not to cool cooking or cooked food.

Cleaning Procedures

Clean all spills as they occur as they can cause uneven heat which will in turn effect the quality of the product produced.

Clean most items while still hot or warm before food has hardened, and grease has congealed. This eliminates reheating of water for the cleaning process.

ACTIVITY 4:

Directions: Observe a quantity food service facility in operation. Determine how this facility can better use their energy. Make three recommendations.

a.

b.

c.

SOURCES:

Birchfield, John. FOOD SERVICE OPERATIONS MANUAL. CBI Pulishing Company. Boston, Massachusetts. 1979.

Stokes, Judy Ford. COST EFFECTIVE QUALITY FOOD SERVICE. Aspen Systems Corporation. Germantown, Maryland. 1979.

West, Bessie, Brooks and Levelle Wood and Virginia F. Harger. FOOD SERVICE IN INSTITUTIONS. John Wiley and Sons, Inc. New York, New York. 1968.

POSTTEST:

Directions: Answer the following questions and perform the following skill activities.

1. List at least four factors to consider when planning for new equipment.

   a.
   b.
   c.
   d.

2. Using the rule of placing equipment where it is first or most frequently used, select the best placement for the pot and pan washing area:

   a. near receiving
   b. near vegetable preparation
   c. near garbage storage
   d. near preparation cooking/baking

3. Use your present quantity food area. Inventory all equipment by major categories. Ask your instructor to check your skills.

4. Complete a maintenance sheet or card for one piece of equipment in your present quantity food area. Ask your instructor to check your skills.

5. List at least four ways to operate equipment efficiently.

   a.
   b.
   c.
   d.

PRETEST: **KEY**

1. Answers may include;

   a. Space available
   b. Type of food/service to be prepared or needed
   c. quantity of operation
   d. available funds

2. d

3. Instructor's satisfaction

4. Instructor's satisfaction

5. Answers may include:

   a. cluster heating equipment together and away from cooling equipment
   b. turn on food warmers, hot plates and stove units only if needed
   c. keep cooking equipment clean
   d. cook with lids in place on pots and kettles

ACTIVITY 1:

Instructor's satisfaction

ACTIVITY 2:

Instructor's satisfaction

ACTIVITY 3:

Instructor's satisfaction

ACTIVITY 4:

Instructor's satisfaction

POSTTEST:

Correctly answers 90 out of 100 Posttest questions.

1. Answers may include: (20 points)

   a. space available
   b. type of food/service to be prepared or needed
   c. quantity of operation
   d. available funds

2. d (20 points)

3. Instructor's satisfaction (20 points)

4. Instructor's satisfaction (20 points)

5. Answers may include: (20 points)

   a. cluster heating equipment together and away from cooling equipment
   b. turn on food warmers and hot plates only if needed
   c. keep cooking equipment clean
   d. cook with lids in place on pots and kettles

6.4

MID-MANAGER . . . . . ASSISTS WITH LABOR COST CONTROL PROCEDURES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

JOB SKILL (S):

Assists with labor cost-control procedures by determining wage scales, scheduling employees, controlling portions, and establishing work productivity standards.

TERMINAL PERFORMANCE OBJECTIVE (S):

Given a paper and pencil posttest, the student will be able to determine wage scales, schedule employees, control portions, as determined by a score of 90 out of 100 on "Assists in Labor Cost-Control Procedures Posttest."

MATERIALS NEEDED:

1. This packet
2. Pen or pencil

PRETEST:

Directions: Answer the following questions.

1. The two primary factors involved in labor costs are:
   a. time required for an employee to perform a job and the rate of pay received by the employee
   b. total food costs and labor saving equipment used in the kitchen
   c. employee morale and total dollar sales made
   d. cost of employee meals and workman's compensation

2. In addition to the wage paid to the employee, the employer must also take into account other expenses associated with having this employee. List four of these expenses:

   a.
   b.
   c.
   d.

3. Looking at the total labor cost incurred by an employer on an hourly basis, it is actually about____times as much as the the minimum wage paid to the employee.

4. In order to control the labor costs of employees it is necessary to establish guidelines for hiring, promotions, raises, and overtime. List four procedures to follow:

   a.
   b.
   c.
   d.

5. What are staffing needs?

   a. total amount of labor-saving equipment available
   b. rate of pay paid to employees
   c. time required to perform duties on the job
   d. total meals eaten by employees

6. To achieve maximum productivity from employee scheduling it is necessary to schedule employees so there are neither_____ _____nor_____ _____on duty in relation to the amount of work that needs to be done.

7. The scheduling chart which gives the clearest picture of the number of employees scheduled for each hour of the day is called a _____.

8. Why is a line chart forecasted on levels of customers an effective management tool?

   a. it clearly shows who is working
   b. it projects employee wages
   c. it matches peak customer levels with peak employee levels
   d. it gives each employee days off

9. What is the purpose of measuring labor productivity?

   a. keeps costs high
   b. used as a means of hiring and firing employees
   c. provides data for staff development programs
   d. it assists managers in determining scheduling and staffing effectiveness

10. When would it be most beneficial for a manager to use a shift schedule?

   a. when customer volume does not vary greatly during the work period
   b. to match high volume periods with high numbers of employees
   c. when the business is small
   d. when the business is large

11. What is the purpose of portion control?

   a. to give the customer a good quality product
   b. to serve large amounts of food
   c. to provide consistency in size and quality of food
   d. to purchase only pre-portioned food items

12. What equipment items may be used for portion sizing?

   a. ladles, scales, and scoops
   b. scales, knives, and spoons
   c. ladles, scales, and proper storage
   d. scales, knives, and sheet pans

13. Frequently used materials should be placed within normal reach.

   a. true
   b. false

14. Rotation preparation means to insure that each employee has some responsibility for all food production.

   a. true
   b. false

15. How are productivity standards measured?

   a. by employee morale

b. by employee turn over
c. by quality and quantity of goods produced
d. by gross earnings

16. Identify the employee who is <u>not</u> a fixed cost employee.

a. waiter
b. beverage manager
c. general manager
d. department head

17. What is a job analysis?

a. helps determine the best amount of work with which an average employee can cope
b. lists the requirements of the job such as education
c. identifies the number of employees needed at various levels of business volume
d. evaluates employee performance

18. A workload analysis should make allowances for PFD.

a. true
b. false

19. Generally, it is better to have employees work overtime when needed then to hire another employee.

a. true
b. false

20. The purpose of a work load analysis is to give an accurate picture of work needs in a specific food service establishment.

a. true
b. false

CONTENTS:

Directions: Read the following information.

The major consideration in planning and controlling the total cost for serving food to a customer is the cost of labor. Currently labor represents approximately 35 percent of the total food service sales. The primary factors involved in labor costs are the time required for an employee to perform a job and the rate of pay received by the employee. To regulate these two factors, an effective manager must evaluate labor budgets (total rate of pay paid to employees) and areas in food service. This evaluation includes careful study of areas such as, amount of labor-saving equipment available, physical arrangement of the kitchen, number and selection of meals served, employee morale, type of operation and the current rate of pay, to name a few. The specific areas included in this packet include employee wage and salary scales, scheduling, portion control, kitchen arrangement and design, work simplificaton and work productivity standards.

Employee Wage and Salary Scales

When determining the actual labor cost of an employee it is necessary to look at the total cost to the employer. In addition to the minimum wage paid to the employee the employer must also take into account the expenses of FICA wages (share of taxes matched by the employer and paid to the Federal Government), workman's compensation, hospital insurance (unemployment compensation), any uniform allowance, the cost of meals eaten by the employee, coffee breaks and meal breaktimes, vacation pay, sick pay and holiday pay. When looking at the total labor cost incurred by an employer on an hourly basis it is actually about three times as much as the minimum wage paid to the employee.

In order to control the labor costs of employees it is necessary to establish guidelines for hiring, promotions, raises and overtime and vacation time. Procedures to follow might include:

--controlling carefully the number of employees hired and the rate of pay they receive
--establishing a set salary and wage scale that identifies a starting wage for any individual entering a job at a specific position and the range of pay for that position
--establishing a standard pattern for changes in pay rates through promotion or annual raises. Employees who receive raises outside of this normal pattern will undercut the cost-control process established by the employer. It is necessary to make sure that employees understand that evaluation and raises are an annual event and that raises will not be given at any other time. If a vacancy needs to be filled immediately, it should be handled within the established salary or wage range for that position.
--careful control of overtime is necessary so that labor does not exceed the budget or decrease the profitability of the business. Although occasional overtime may be more economical

than hiring a part-time employee, it should be a rare occurance because employees may begin to depend on the higher pay, other employees may ask for overtime and the rate of return of food sales will decrease as the number of overtime hours increases.

ACTIVITY 1:

Directions: Answer the following questions.

1. What is the major consideration in planning and controlling total food service costs.

   a. cost of equipment
   b. cost of labor
   c. cost of beverage
   d. cost of facilities

2. What is a labor budget?

   a. total rate of pay paid to employees
   b. overtime costs
   c. amount of hours employees work
   d. FICA wages

3. What are staffing needs?

   a. total amount of labor-saving equipment available
   b. rate of pay paid to employees
   c. time required to perform duties on the job
   d. total meals eaten by employees

4. List three factors that must be considered when planning and controlling for total food service costs.

   a.

   b.

   c.

Employee Scheduling

Another area that should be carefully studied to control labor costs involves employee scheduling. This management responsibility involves assigning the correct number of employees to a task during each hour of the workday. To achieve maximum productivity it is necessary to schedule employees so there are neither too many nor too few on duty in relation to the volume of work that needs to be done. Workers differ in the amount of output in performing a task because of varying levels of education, experience, physical ability and motivation. This fact must be recognized by management when scheduling is done. Scheduling must also be done fairly and perhaps according to seniority.

The scheduling chart which gives the clearest picture of the number of employees scheduled for each hour of the day is called a line chart. To increase productivity and lower labor costs it is advantageous to use a line chart based on forcasted levels of customers to be served. The following are examples of employee work schedules. Notice how the line chart developed on forecasted levels of customer service provides a clearer, more easily understood picture of employees on duty.

Employee Schedule

Employee	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
a	6-3	off	off	6-3	6-3	6-3	6-3
b	4-7	4-7	4-7	off	12-9	off	12-9
c	off	12-9	7-2	12-9	7-9	7-2	off
d	12-9	6-3	12-9	7-2	off	12-9	7-2

LINE CHART

Department: Food Production Day: Saturday

Job Category: Cooks

Meal Estimates:

Breakfast: 102
Lunch: 250
Dinner: 294

Hour:	6	7	8	9	10	11	12	1	2	3	4	5	6
Meal/Hour Forecast	1	1	60	40	0	100	150	0	0	0	0	144	150

Employee Schedule

a. _____

b. _____

c. off

d. _____

e. _____

This line chart shows that as the busy part of each meal approaches, more cooks are scheduled to work. Scheduling based on a line chart which uses forecasted data has as its primary aim the goal of increasing productivity. The two examples of schedules also show how the type of staff schedule used will assist a manager when scheduling employee hours.

The last area to consider in scheduling involves measuring labor productivity. This technique assists managers in determining scheduling and staffing effectiveness. To measure labor productivity the manager calculates the hours worked per meal served. The following formula may be used in this calculation:

$$\frac{\text{Number of hours worked by all employees}}{\text{Number of meals served}} = \text{Labor hours per meal served}$$

Additional information on production standards will be discussed later.

The two basic types of staff schedules are stacked or shift schedules, and staggered schedules. Since a manager wants to schedule employees so that the maximum number are on duty during high-volume periods and the minimum number during low-volume periods, it may be advantageous to use staggered scheduling. A shift schedule would represent a duty performed by an employee for a specific amount of time regardless of the volume of business. An example of a shift schedule would be a hotel clerk. Examples of the shift schedule and staggered schedule are given below:

	SHIFT					
NAME	M	T	W	TH	F	S
Tom	8-5	off	1-8	5-1	8-5	off
Joe	5-1	8-5	off	off	1-8	off
Sherry	1-8	5-1	8-5	off	off	1-8
Mary	off	1-8	5-1	8-5	off	5-1
Toni	off	off	off	1-8	5-1	8-5

STAGGERED

NAME	6	7	8	9	10	11	12
Tom				----------			
Joe				----------			
Sherry			---------				
Mary	----------						
Toni			OFF				

ACTIVITY 2:

Directions: Answer the following questions.

1. What is the primary goal in effective scheduling?

   a. produce maximum productivity by assigning the correct number of employees to a task

b. use the fewest number of employees

c. inform employees of their own work schedule

d. stagger hours on-the-job

2. Why is a line chart forecasted on levels of customers an effective management tool?

a. it clearly shows who is working

b. it projects employee wages

c. it matches peak customer levels with peak employee levels

d. it gives each employee days off

3. What is the purpose of measuring labor productivity?

a. keeps costs high

b. used as a means of hiring and firing employees

c. provides data for staff development programs

d. it assists managers in determining scheduling and staffing effectiveness.

4. When would it be most beneficial for a manager to use a shift schedule?

a. when customer volume does not vary greatly during the work period

b. to match high volume periods with high numbers of employers

c. when the business is small

d. when the business is large

Maintainance of Portion Control

Portion control is the third area a manager will be concerned with in controlling labor costs. Portion control not only controls the cost of serving food, but provides consistency in size and quality of the food being served from a customer's point of view. Portion control is an integral part of food production because it assures that you are not serving too little food and upsetting guests or too much food and upsetting your food cost. Standard recipes include the size of each portion, which is the amount of the food item to be served to a customer. To control this portion size, it is necessary to weigh the items to make sure they all weigh the same. Although this is not

necessary for an experienced cook, it is generally a good idea to check occasionally to see that you are consistent in your portion serving sizes. A portion scale should be provided for this check or for weighing out portions of items such as red meats and fish. Additional equipment that may be used for portion sizing include ladles, scoops, and serving spoons.

Establishing standard portion sizes also makes it easier to calculate the quantities of food items to be purchased. If you are serving a banquet of 80 people and know each will be served four ounces of peas, it is easy to figure that you will need to purchase 20 pounds of peas. By determining the exact quantity of weight of a required food item, it is less likely that you will over- or under-buy that item.

The use of a portion size list posted in appropriate places in an establishment makes it easy for employees to use portion control. It may be wise to periodically check that employees are following established portion sizes.

The cost of menu items can be calculated from standard recipes using a simple formula. Once you have formulated a standard recipe simply multiply the quantity of each ingredient required in that menu item by the cost of the ingredient.

The following is a cost analysis of beef stew.

Recipe for: Beef Stew

Portion size: 8 oz.

Quantity produced: 100 portions

Ingredient	Quantity	Cost	Total
Stew beef	20 lbs.	1.98	39.60
Beef stock	2 gal.	.75	1.50
Fresh carrots	5 lbs.	.45	2.25
Fresh onions	6 lbs.	.40	2.40
Potatoes	8 lbs.	.30	2.40
Celery	2 lbs.	.35	.70
Seasonings			.50
Total Cost			49.35
Cost per portion			.49

When calculating the cost of menu items, it is necessary to consider the amount of loss due to trimming and cooking. When food items such as meats and vegetables are trimmed, some of the weight is lost due to waste.

There are three available ways to perform portion control. All three involve controlling the exact size of a portion. Many items are available which have already been portioned out (pre-portioned). Use of pre-portioned items saves time and assures a uniform portion size for each guest. Items are also available in bulk and allow the individual food service operation to portion them ahead of serving time.

When this is done, the operation has to identify the portion sizes for each menu item. Items may also be portioned at serving time. The use of portion scales and equipment will assist employees in serving portion sizes that are consistent. As stated earlier, portion control should be an integral part of all food production.

ACTIVITY 3:

Directions: Answer the following questions.

1. What is the purpose of portion control?

    a. to give the customer a good quality product

    b. to serve large amounts of food

    c. to provide consistency in size and quality of food

    d. to purchase only pre-portioned food items

2. What equipment items may be used for portion sizing?

    a. ladles, scales, and scoops

    b. scales, knives, and spoons

    c. ladles, scales, and proper storage

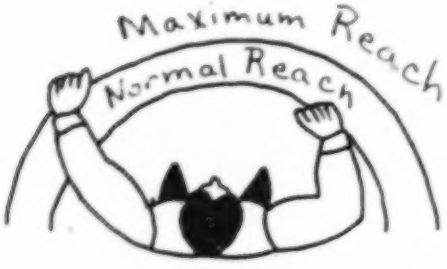
    d. scales, knives, and sheet pans

Kitchen Arrangement

The design and arrangement of the kitchen facilities may affect labor costs. When employees are stationed in one work area they increase their productivity by saving time in moving from one area to another. Many older facilities are not designed for the lower number of employees working in kitchens areas today due to the frequency of more limited menu selections. Consideration should be given to employee movement to make sure they are working at their maximum productivity level. In general, evaluation of a kitchen's physical arrangement may give insight as to ways of increasing employee

productivity.
The efficient organization of food production in a business influences labor costs by saving time and energy. The volume and character of food being served, as well as the extent of preparation done (whether completely prepared or partially prepared at the establishment), will determine the equipment needed and the organization of work. Most large kitchens are divided into sections or departments which specify types of preparation done in each area. The separate work centers in large kitchens have space allotted according to the number of people required for the specific tasks performed there. The various work centers may include meat roasting, entreé preparation, griddling, deep frying, and soup and sauce preparation. Within each work center and between centers a plan for the progress of work should be established. This plan is established to minimize motion required by an employee. Some general guidelines for minimizing motion are listed below.

--place frequently used materials within normal reach and occasionally used items at maximum reach. (fig. below)
--place items so that other items do not have to be moved to get to the one required.
--place items to be used by the hand that will pick them up near that hand
--develop a storage system that eliminates searching for needed articles.
--store items at the work center that are used most frequently or duplicate items and store them in each work center
--keep the work center small so items are in your normal reach and extra steps are eliminated



2-5

An important factor in the preparation and service of high-quality foods is timing. Since prepared foods are at their best quality after they have just been prepared, the use of rotation preparation will insure that late or early diners are provided with the same high-quality food items as individuals dining during high-volume times. This entails knowledge of the amount of time required to do each job in order to allot the right amount of time for each stage in the food processing. The use of time plans and rotation preparation will provide consistency and efficiency in the quality of products served thoughout the day.

ACTIVITY 4:

Directions: Answer the following questions.

1. Why is the arrangement and design of a kitchen evaluated when trying to increase employee productivity?

   a. because savings in employee time affect labor costs

   b. new kitchens increase employee productivity

   c. employees work better alone

   d. older facilities are more spacious and allow for more movement

2. What is a work center?

   a. a section or department which specifies types of preparation done

   b. the preparation baking/cooking area in the kitchen

   c. the main work area of the establishment

   d. the most productive method to prepare food

3. T F Frequently used materials should be placed within normal reach

4. T F Rotation preparation means to insure that each employee has some responsiblity for all food production.

Work Productivity Standards

Establishing standards of work productivity is the last area we will review for controlling labor costs. Establishing labor productivity standards identifies the level of performance you expect from an employee. This level may be measured by the number of items produced in a given amount of time or the amount of money generated from sales in a given amount of time. For example, the productivity level of a maid is measured by the number of rooms cleaned during a normal shift.

To insure that the establishment's standards for quality of work done does not decrease as the standards for productivity increase, it is necessary to make sure the operation's quality standards are understood by employees. If a maid is working on increasing productivity in the number of rooms cleaned, it is necessary to maintain the same standards of quality (level) of room cleanliness.

We can usually categorize jobs in the hospitality industry into three broad areas: fixed-cost employees, semifixed-cost employees, and variable-cost employees.

General managers, assistant managers, and department heads are the kinds of positions called fixed-cost employees. Generally, they are paid a monthly or yearly salary regardless of the number of hours they actually work. These employees' salaries do not depend on the volume of sales for an operation, so normally there is no production standard established for them. The position is filled as long as a job description shows the position is needed.

Semifixed-cost employee positions are somewhat dependent on the volume of sales of a business. Usually, these positions have an hourly rate attached to them. This provides for flexibility in labor costs because as volume of sales increases, the employees would have their hours increased and if sales volume decreases the employee's hours may be decreased. Examples of positions in this category include cashiers, restaurant hostesses, and kitchen preparation personnel.

Variable-cost employees, also referred to as direct production employees, have their positions entirely based on the volume of sales. The number of employees required to work each day as well as the number of hours each will work is based entirely on customer demand. Government regulations and union contracts insure that employees are paid for a minimum number of hours (for example, four) in many hospitality operations. The establishment of productivity standards is most critical for this category of employees because sales volume can fluctuate widely on a daily basis or even by meal periods in many restaurants. Examples of variable-cost positions include waiters, waitresses, and maids.

To establish productivity standards it is helpful to do a job analysis to determine the best amount of work with which an average, reasonably good employee can cope. The analysis to determine production standards must be carried out by each establishment since the layout of the property, type of menu, type of clientele, as well as many other factors will vary. After each type of position has been evaluated as to the necessary factors to consider when establishing production levels, the final standards should be established with close coordination with the department head concerned. These standards will consist of the number of "units" (rooms, beverage sales, etc.) an employee is expected to "produce" within a certain period. The standards should be reviewed from time to time and revised if necessary.

To show the staffing levels (number of hours of a position) required for various levels of business volume (amount of various items to be produced), a staffing guide may be developed. When establishing production standards it is also necessary to identify the degree of accuracy to be attained for production. It is far more important to have standards that are reasonably accurate to supervise and staff than to strive for 100 percent accuracy standards which may be viewed with hostility by department personnel.

When establishing standards, it may be beneficial to use available standards developed by one organization and adapt them to your organization. It is important to consider the characteristics of your operation when applying available standards.

Specific techniques which may be utilized to establish measurements for production standards also include logging, batching, work sampling, group timing, and pace rating. Logging occurs when the employee is responsible for keeping track of the time that work started and stopped, the type of activity done, and a record of the units produced for each activity. The advantage to this approach is that measurement is achieved with a minimum of direct involvement by the team establishing the standards. Batching is used most frequently to insure the volume of clerical paper flow in an operation. Batches of paperwork are measured into predetermined sizes by supervisors and handed out to employees. The time for handing out and returning the batch is recorded by the supervisor. Since the batch is of a predetermined size, it is easy to calculate the standard item per batch or for a number of batches completed over several days. This type of technique has limited applicability to food service operations. Work sampling is performed by recording observations of the work being performed by an employee at various time intervals. After a number of observations have been recorded they are interpreted using statisical analysis. Group time is similar to work sampling except that a fixed interval of time is used. Since a fixed interval is used, it is easier to record observations and group them together. Pace rating involves having an employee timed with a stop-watch as he/she is working. Disadvantages to this technique are that many employees object to working against a stopwatch and the observer must receive special training.

When identifying one of these techniques to use in the establishment of production standards, it is important to perform the observations during various times and days of the week. This will assure that the standards are representative of high-and low-volume periods. Additional factors to consider include the type of work, level of accuracy, attitudes of employees and supervisors,and availability and timing of staff to assist in the measurement.

A workload analysis should be constructed which shows the hourly and daily fluctuations in workload. This analysis is usually represented by a graph. When preparing a workload analysis, allowance must be made for personal, fatigue, and delay factors (PFD). PFD is allowable and expected time for an employee's breaks, personal needs, unavoidable delays, and end-of-shift slowdown. After the workload

analysis is completed, staffing may be adjusted or work loads manipulated to increase productivity. The use of part-time employees, float staff (employees who move from department to department as needed) cross training (training employees to perform a variety of jobs) or staggering times may be approaches used to adjust staffing needs.

After production standards have been developed and achieved and staff adjustments have been made, it is necessary to insure that the savings in labor costs are not lost. The development and use of a productivity reporting system may be used for this purpose. This report may be used by management to monitor the level of manpower utilization and quality or level of service.

ACTIVITY 5:

Directions: Answer the following questions.

1. How might a productivity standard be measured?

2. What is the difference between a fixed cost employee and a variable cost employee?

3. What purpose does a job analysis serve?

4. What is the purpose of a staffing guide?

5. Identify two methods for measuring production standards.

6. What is the purpose of a work load analysis?

7. Why is PFD built into a work load analysis?

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Stokes, Judy Ford. COST EFFECTIVE QUALITY FOOD SERVICE. Aspen System Corporation. Germantown, Maryland. 1979.

Terrell, Margaret E. PROFESSIONAL FOOD PREPARATION. John Wiley and Sons, Inc. New York, New York. 1971.

POSTTEST:

Directions: Answer the following questions.

1. The two primary factors involved in labor costs are
   a. time required for an employee to perform a job and the rate of pay received by the employee
   b. total food costs and labor-saving equipment used in the kitchen
   c. employee morale and total dollar sales made
   d. cost of employee meals and workman's compensation

2. In addition to the wage paid to the employee, the employer must also take into account other expenses associated with having this employee. List four of these expenses:
   a.
   b.
   c.
   d.

3. Looking at the total labor cost incurred by an employer on an hourly basis, it is actually about _____ times as much as the minimum wage paid to the employee.

4. In order to control the labor costs of employees, it is necessary to establish guidelines for hiring, promotions, raises, and overtime. List four procedures to follow.
   a.
   b.
   c.
   d.

5. What are staffing needs?
   a. total amount of labor-saving equipment available
   b. rate of pay paid to employees
   c. time required to perform duties on the job
   d. total meals eaten by employees

6. To achieve maximum productivity from employee scheduling, it is necessary to schedule employees so there are neither _____ _____ nor _____ _____ on duty in relation to the amount of work that needs to be done.

7. The scheduling chart which gives the clearest picture of the number of employees scheduled for each hour of the day is called a _____.

8. Why is a line chart forecasted on levels of customers an effective management tool?
   a. it clearly shows who is working
   b. it projects employee wages
   c. it matches peak customer levels with peak employee levels
   d. it gives each employee days off

9. What is the purpose of measuring labor productivity?
   a. keeps costs high
   b. used as a means of hiring and firing employees
   c. provides data for staff development programs
   d. it assists managers in determining scheduling and staffing effectiveness

10. When would it be most beneficial for a manager to use a shift schedule?
   a. when customer volume does not vary greatly during the work period
   b. to match high-volume periods with high numbers of employees
   c. when the business is small
   d. when the business is large

11. What is the purpose of portion control?
   a. to give the customer a good quality product
   b. to serve large amounts of food
   c. to provide consistency in size and quality of foods
   d. when the business is large

12. What equipment items may be used for portion sizing?
   a. ladles, scales, and scoops
   b. scales, knives, and spoons
   c. ladles, scales, and proper storage
   d. scales, knives, and sheet pans

13. Frequently used materials should be placed within normal reach.
   a. true
   b. false

14. Rotation preparation means to insure that each employee has some responsiblity for all food production.
   a. true
   b. false

15. How are productivity standards measured?
   a. by employee morale
   b. by employee turnover
   c. by quality and quantity of goods produced
   d. by gross earnings

16. Identify the employee who is <u>not</u> a fixed cost employee.
   a. waiter
   b. beverage manager
   c. general manager
   d. department head

17. What is a job analysis?
    a. helps determine the best amount of work with which an average employee can cope
    b. lists the requirements of the job such as education
    c. identifies the number of employees needed at various levels of business volume
    d. evaluates employee performance

18. A workload analysis should make allowances for PFD.
    a. true
    b. false

19. Generally, it is better to have employees work overtime when needed then to hire another employee.
    a. true
    b. false

20. The purpose of a workload analysis is to give an accurate picture of work needs in a specific food service establishment.
    a. true
    b. false

PRETEST **KEY**

1. a

2. a. FICA
   b. insurance
   c. uniform costs
   d. employee meals

3. 3

4. a. establish a set salary and wage scale
   b. carefully control overtime
   c. control the number of employees hired
   d. establish a standard pattern for changes in pay rates

5. c

6. too many, too few

7. line chart

8. c

9. d

10. a

11. c

12. a

13. a

14. b

15. c

16. a

17. a

18. a

19. b

20 a

ACTIVITY 1:

1. b

2. a

253

3. c

4. a. establish guidelines for hiring
   b. promotions
   c. raises and overtime

ACTIVITY 2:

1. a

2. c

3. d

4. a

ACTIVITY 3:

1. c

2. a

ACTIVITY 4:

1. a

2. a

3. T

4. F

ACTIVITY 5:

1. by the number of items produced in a given amount of time or the amount of money generated from sales in a given amount of time
2. fixed cost employees draw a salary which does not depend on the volume of sales
   variable cost employees (such as waiters) have their positions and wages entirely based on the volume of sales
3. to determine the best amount of work with which an average, reasonably good employee can cope
4. to show the number of hours for a position required for various levels of business volume
5. quantity of work
   quality of work
6. gives accurate picture of work needs in a specific food service establishment
7. to give a true picture of worker abilities

POSTTEST:

1. a

2. a. FICA
   b. insurance
   c. uniform costs
   d. employee meals

3. 3

4. a. establish a set salary and wage scale
   b. carefully control overtime
   c. control the number of employees hired
   d. establish a standard pattern for changes in pay rates

5. c

6. too many, too few

7. line chart

8. c

9. d

10. a

11. c

12. a

13. a

14. b

15. c

16. a

17. a

18. a

19. b

20. a

Acknowledgement is made to the following sources of printed materials inadvertently excluded from the VOLUME I edition:

From National Livestock and Meat Board, charts of retail cuts of beef, pork, veal, and lamb. Use of these materials in no way constitutes endorsement of the curriculum materials by the National Livestock and Meat Board.